

**IMPROVING STUDENTS' WRITING ABILITIES IN WRITING
A RECOUNT TEXT BY USING JOURNAL WRITING OF CLASS VIII A
STUDENTS OF SMP N 4 SLEMAN IN THE ACADEMIC YEAR OF
2012/2013**

A THESIS

Presented as a Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Education Of State University of
Yogyakarta

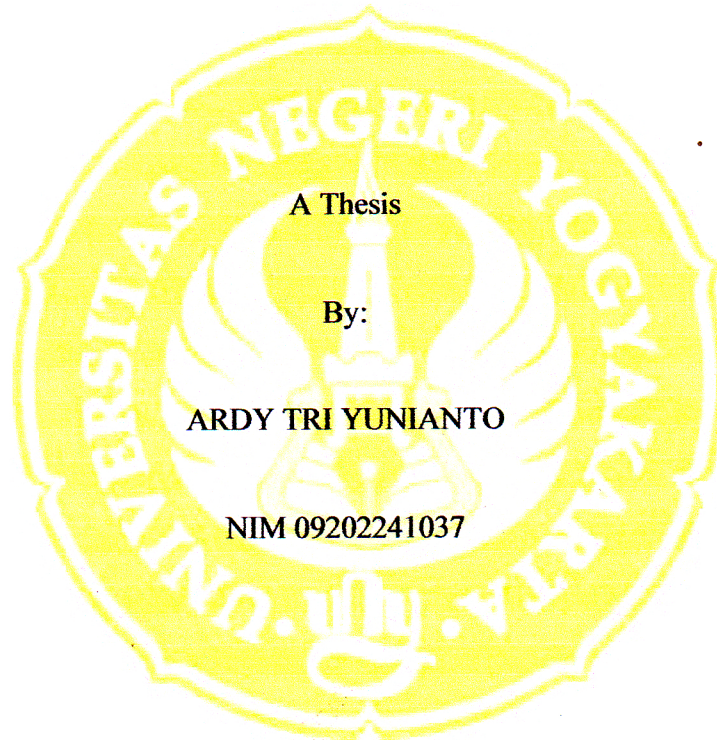


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FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2014**

APPROVAL PAGE

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2012/2013**



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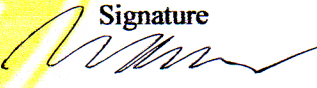
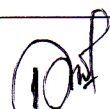
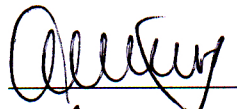
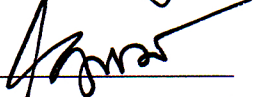
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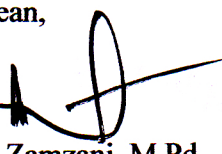
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Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya tulis ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, January 2014

Penulis,



Ardy Tri Yunianto

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DEDICATION

This thesis is dedicated to:

1. My beloved father and mother

For their support, care, and prayer

2. My sisters and my friends

For their support and care

MOTTOS

"You may fall so many times, but always stand up!"

"Live with passion today and everyday!"

"Life isn't about finding yourself, life is about creating yourself."

ACKNOWLEDGEMENT

Alhamdulillah rabbil 'alamin, the researcher expresses his highest gratitude to Allah Subhanahu Wa Ta'ala for blessing, love, opportunity, health, and mercy to complete this thesis. Shalawat is also sent to Prophet Muhammad Shallallahu 'Alaihi Wa Sallam who had delivered the truth to human beings in general and Muslim in particular.

In this valuable chance, the researcher aims to express his gratitude and appreciation to all of them. First of all, I would like to express the greatest gratitude to my first consultant, Dr. Agus Widyantoro, M.Pd, who has been willing to spare his valuable time not only for reading, correcting and improving my thesis but also for encouraging me to finish this thesis. Also, my second consultant, Lusi Nurhayati, M. App. Ling., who has been willing to spend her precious time to read, criticize, and encourage me to finish this thesis. My gratitude also goes to my academic advisor, Suharso, M.Pd, and all of my lecturers of the English Education Department State University of Yogyakarta who have guided and taught me very well.

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Finally, may Allah always bless us. Amin

Yogyakarta, Januari 2014

A handwritten signature in black ink, appearing to read 'Ardy Tri Yudianto', written in a cursive style.

Ardy Tri Yudianto

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ABSTRACT**

This research aims at improving the students' writing a recount text in the teaching and learning process through the use of journal writing.

A total of 35 students of Grade VIII A at SMPN 4 Sleman participated in this research. The study consisted of two cycles. The data were obtained by interviewing the students of class VIII A of SMP N 4 Sleman, holding discussions with the English teacher and a collaborator, and doing class observations and documentation in the teaching and learning process. The instruments for collecting the data were field notes, interview guidelines, documentation, and questionnaires. The data collected were qualitative and quantitative. The data from the result of the field notes, interview transcripts, and documentation were analyzed qualitatively, while the data from the result of the students' writing during the research were analyzed by using a writing rubric and inter-rater. During the process of this study, the researcher also fulfilled the criteria of validity and reliability of the research.

The results show that there is significant improvement of the students who learn writing a recount text by using journal writing. It is proved by the mean score of the recount text writings in the post-test (2.11), which is higher than that in the pre-test (1.28). These achievements prove that the implementation of journal writing can improve the students' writing abilities in a recount text significantly.

Keywords: Writing ability, Journal Writing, Recount text

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the important languages in the world. It is one of the major languages used by the people world widely either as the first language or the second language. Even, in many countries, English becomes the first and second language in which their books specifically scientific books are written in English. It demands the people to understand English language especially the text itself. In English, there are four aspects of language such as; listening, speaking, reading and writing skills. From those four skills, writing is a skill in which it can be used to communicate with others indirectly.

Writing can be considered as one of the fundamental skills rather than the other skills. It is because that writing is one of the basic skills of learners who want to learn English. Meanwhile, in the learning process there are some difficulties of students who learn English as a foreign language. They have some difficulties even though English is not their first language. However, writing already becomes an enjoyable, meaningful and essential subject in the foreign language learning. Writing enhances the ability of the students to generate their ideas, to communicate one word to another, sentence to sentence, paragraph to paragraph and to increase the awareness of using grammar and to use words. Vocabulary has an

important role at this point. The students who are good at vocabulary will not face the difficulty in generating ideas.

In Indonesia, English has been taught from junior high schools until university and it has been studied from elementary schools and kindergarten right now. The English teaching in Indonesia has become more important nowadays. In every school in Indonesia, English as a foreign language is considered difficult by many students. It really needs creative efforts from the English teachers to conduct the process of teaching-learning. In order to make the subject more interesting, the teachers should create many ways to explain the subject so that it can be understood by the students. On the other side, the students need to practice more and more. Therefore, the students are required not only to understand the nature of the texts, but also to produce the texts.

In writing, the students need to be aware about grammatical features and organization. Paying attention to the accuracy of grammar is necessary for the learners in learning writing. Therefore, the students need to understand and be aware about it. Most students did not pay attention to the accuracy of the language they use. However, at the junior high school grammar is an important aspect in learning writing but the ability of the students to generate their ideas and finding ideas about the topic or something they are going to write is necessary in learning writing in Junior High School.

The ability of junior high school students in writing is still very low. The students' low writing ability can be seen from the process of generating ideas, grammatical features, and organization. Generally, junior high school students still have difficulties in generating ideas. The students do not know what they to do and what to write. The students also hesitate to write sentences in English. Then, in the grammatical features aspect, the students cannot use the grammar appropriately based on the text type. They often directly translate Indonesian sentences into English. Some of them also still use inappropriate vocabulary and punctuation. In the organization and generic structure aspects, they still cannot apply it appropriately. So, it is necessary to find a solution to be applied in the writing learning process to improve their writing ability.

B. Identification of the Problem

Based on the observation, there were some problems related to the writing teaching-learning process, especially in writing the recount text of class VIII A in SMP 4 Sleman. The problems of the writing learning process are classified into three aspects: teacher, students, and process.

The first problem of the teaching writing learning process is related to the teacher. Media is the most important part of teaching. Especially when teaching junior high school, media has an important role to convey the materials to the students. The teacher of SMP 4 Sleman has not used interactive media to teach text types yet. The teacher still depended on text book. Actually, interactive media can help the students to improve their

motivation to learn English especially text types. The other thing from the teacher is lack of interactive and creativity from the teacher to stimulate students' awareness to learn writing recount text.

The second problem involved the students. The students of SMP 4 Sleman have a low ability in writing texts such as descriptive, narrative and recount texts. Sometimes they give up without doing anything in their task when writing a text. The students need to have self-confidence when they are going to write. Though, they have difficulty to find ideas but they need to be confident in using words in order to convey their meaning. The students also felt confused to choose the topic to write. Furthermore, the impact of lacking of ideas can make the students less-enthusiastic. Many of them were afraid of making mistakes in their writing. Consequently, they assume that English is difficult subject.

The last problem is about writing learning process. During the teaching learning process, there are less interactions between teacher and students, so the improvement is difficult to see. The students are less motivated in learning because they think that English is not necessary. Because of this, the students are not encouraged to participate in classroom activities because the teacher doesn't provide an interactive way of teaching. Consequently, the class is boring and the students begin to dislike writing subject.

Based on that condition, finding solutions of this condition is necessary. Then, finding a new way of teaching is also needed to improve the writing text ability of the students in SMP 4 Sleman.

C. Limitation of the Problem

Students of SMP 4 Sleman have a very low writing ability. It can be seen from the result of their writing when the students did free writing. Low writing ability of the students of Class VIII A in SMP N 4 Sleman in writing a recount text can be improved by using journal writing because journal writing can overcome the problems of writing; related to the process of generating ideas, grammatical features, and organization as well as those related to teacher, student, and process.

As stated by Hamp and Heasley (2006) in Luu Trong Tuan (2010), journal writing helps learners write better and better day by day since it provides learners with more opportunities to freely write about what they wish and what they feel. Journal can help the students clarify their thoughts. It gives students an opportunity to discover what they think and how they feel. If the students keep a journal during all courses, they do not have to worry about finding a topic for writing assignments. It is because the students have a collection of ideas in it.

The journal can use pictures as the alternative to attract attention by the students. Pictures can be used as input in order to attract students' mind and attention to the function of language that would be taught (Brown et al., 1983). This reveals that by using a picture, the teacher can attract the

students' attention, can stimulate their ideas, their desires to know the content of the message of that picture and they can write it in a good composition. Pictures can generate the student's creativity by exploring their ideas. In addition, pictures have some powers; pictures are able to clarify a problem. It means that by seeing pictures, the students will understand more about the topic being taught and have many ideas to write.

The journal writing can improve their writing skill about generating ideas, accuracy of the grammar, and organization of writing a recount text. However, the important things are that the students know the process of writing the recount text first before going forward to the next step. The students need to know what is recount text, how to construct a recount text and language features in a recount text.

D. Formulation of the Problem

In this study, the researcher formulates the problem as follows:

How can journal writing be used to improve students' writing skill in a recount text of Class VIII A students of SMP N 4 Sleman in the academic year of 2012/2013?

E. Objective of the Study

The purpose of the study is to improve students' writing skill in a recount text by using journal writing text of Class VIII A students of SMP N 4 Sleman in the academic year of 2012/2013.

F. Significance of the Study

This study is expected to give a precious contribution to some parties theoretically, practically, and in the research and development program.

1. Theoretically

- To the English Department of Yogyakarta State University; this study expects becoming a considerable resource when they are going to write a thesis either to enrich their knowledge of teaching writing or to add their resource in writing a thesis related to the topic of writing ability and the use of journal writing.
- To the other researchers who wish to discuss the topic of writing ability and journal writing, the result of this research study can be a beneficial reference as to what they are like.

2. Practically

- To the English teacher of SMP 4 Sleman can add a source of information of how to improve students' writing ability.
- To the students of Grade VIII in SMP 4 Sleman, especially those of class VIII A, this study is expected to improve their writing ability.

CHAPTER II THEORETICAL REVIEW

A. Theoretical Review

1. Writing

a. Definition of Writing

Writing is one of the skills to be taught in junior high schools. Harmer (2004: 31) states “writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English”. “The students need to master these skills especially the writing skill. The more students write, the better they make written compositions” (Krashen 1984) in Harmer (2004). From the statement above it means that the frequency of students’ practice influences the outcome of students’ writing composition. The students need to practice, practice, and practice. Hughes (1989) in Weigle (2002) states that the best way to test people’s writing ability is to get them to write. Moreover, in a foreign language classroom, many students and instructors feel that writing is a chore. Students are always hesitant to write because they are inhibited and are afraid of making mistakes. Therefore they cannot generate ideas.

b. The Process of Writing

Harmer (2004:12) states that “the writing process is a way of looking at what people do when they compose a written text. Then, writing process may lead to the good outcome of written text. Sundem (2007:43)

there are five-step processes writing approach that will be described as follows:

Step 1: Prewriting. The students are expected to generate ideas by listing, brainstorming, outlining, silent thinking, conversation with friends and put their thought in order. In the prewriting step, there are 3 formats that can help the students to generate ideas:

1) Bubbling (mind web)

In this format, the students write their topic in the center of the page. Then they will circle it and connect related ideas like cartoon quote bubble.

2) Outlining

In this format, the students organize their ideas into topic sentences and supporting details.

3) Drawing/ writing a captioned cartoon strip

In this format, the students generate ideas through picture by picture comic strip.

Step 2: Drafting. The students try to capture ideas on paper. The quantity of the draft is necessary rather than the quality. The problem is that sometime on writing for junior high school only involve these first two steps and likely to take most students a similar amount of time.

So, in this step the teacher must convince the students about these 3 things related to what the students do in drafting.

1) Drafting need not be perfect writing

The students do not need to be perfectionists while drafting a text.

The students' just need their draft and then share their draft in front of the class to increase their confidence.

2) Drafting is cyclical

The students should write their draft based on the information of the prewriting step. The students should revise as little as possible, if they have additional ideas they can add.

3) The teacher's role while drafting

The teacher's role is necessary to deal with distracting students. Moreover, the teacher can encourage the students to share their draft in front of the class to motivate them.

Step 3: Revising. This is the importance step of process writing and often neglected in writing process. The students can revise and reshape their draft by adding parts, taking parts away, and vice versa.

Step 4: Peer/parent revising. In this step, peer/parent revision option allows the parents to involve more closely in the students' education.

Step 5: Editing. Editing is the stage that the students correct their punctuation, grammar, and spelling errors. The students can check their errors with the teacher and friends.

Step 6: Publishing and Sharing. This stage the students share their writing product to the audience. Writing becomes real at this point.

c. Micro skills of Writing

According to Brown (2004), there are some micro skills of writing as can be seen below.

- a. Producing graphemes and orthographic patterns of English
- b. Producing writing at an efficient rate of speed to suit the purpose
- c. Producing an acceptable core of words and use appropriate word order patterns
- d. Using grammatical system (e.g., tense, agreement, and pluralization, patterns, and rules)
- e. Expressing a particular meaning in different grammatical forms
- f. Using cohesive devices in written discourse
- g. Using the rhetorical forms and conventions of written discourse
- h. Accomplishing appropriately the communicative functions of written text according to form and purpose
- i. Conveying links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
- j. Distinguishing between literal and implied meanings when writing
- k. Correctly conveying culturally specific references in the context of the written text
- l. Developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing

2. Teaching Writing

The teaching writing skill in Indonesia is started from elementary school, junior high school and senior high school. However, since the students are not accustomed to expressing their ideas through a written language especially using English they need to be taught by appropriate teaching writing techniques. Therefore, having a good understanding in teaching writing is necessary for teachers. Harmer (2001:79) states the

reason why teaching writing to the students of English as a foreign language is necessary:

a. Reinforcement

In teaching writing, the visual demonstrating of language construction is invaluable.

b. Language development

In teaching writing, the actual process of writing helps the students to learn more, more, and more. The mental activity helps the students to construct to the proper written texts.

c. Learning style

In teaching writing, the time to think things through, to produce language in a slower way, is important and invaluable.

d. Writing as a skill

In teaching writing, the students need to know that writing is important as well as speaking, reading and listening. At this time, the students need to know how to write a text, how to put written reports, how to reply to advertisement and so fort.

According to Brown (2007) teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. The teacher's understanding about the students will determine the teaching style, approach and method. Harmer (2004) states that the teaching of writing only focuses on the writing product rather than on its process. The students' attention was directed to the 'what' rather than to the 'how' of

text construction. As a result the teacher needs to have strategies and the teacher should apply the appropriate approaches in teaching writing to deal with this kind of matter. Harmer (2004) states that there are 3 strategies for the teacher need to consider:

a. “The way we get students to plan”

The teacher needs to encourage the students to think what they are going to write. Moreover, the teacher needs to encourage the students to think not just on the content of writing but also the purpose of writing is and who the audiences they are writing for.

b. “The way we encourage them to draft, reflect, and revise”

The teacher needs to encourage the students to treat first draft as first attempt and not as finished product. The teacher needs to convince that the process of writing is necessary.

c. “The way we respond to our students’ writing”

The teacher needs to talk with the individual students about their first, second, and third drafts. Then, the teacher can give a suggestion about their drafts.

Furthermore, Westwood (2008:70) state that there are two main approaches to teach writing; skill based approach and the process approach.

A skill based approach involves a structured program in which the skill and concept are taught by the teacher directly. The teacher selected the topics from textbooks to improve students writing ability in some

aspects such as grammar, sentence construction, spelling and punctuation. As a result, the teacher becomes the center of the teaching and learning process, so the students cannot be independent and they are not motivated to write. It is believed that choosing the topic freely by the students could motivate them in learning writing.

According to Graves (1983) in Westwood (2008), the process approach gives the students to be independent learners. It means the students should be autonomous. The process approach is also called student-centered approach. In the process approach can be implemented through various models such as writer's workshop, shared writing, guided writing and the conference approach. The focus in these models is how to engage the students to be more interested and motivated in writing for real purposes, rather than teaching writing skills by making exercises. The topic may come from the teacher but the students are freely to choose.

As stated before, the process of writing is used in this approach. The students learn from how to make planning and gather ideas, through the various stages of prewriting, drafting and revising to the final product. By doing this approach, the students can improve their writing ability through revising their text. The students are guided and supported as they move through the complete process of editing and publishing.

3. The teaching of writing skill in Junior High School in Indonesia

In the teaching and learning process of English, writing has important roles for the junior high school students, as stated in the School-Based Curriculum (SBC or *KTSP*). The teaching and learning process in junior high schools is aimed at making the students achieve the functional level of literacy, which is to communicate orally and textually, in order to accomplish daily issues. The teaching of English in junior high schools has some purposes (*BNSP*, 2006) to: 1) develop the students' communicative competence in oral and written form to achieve the functional level of literacy, 2) gain their awareness about the nature and importance of English to further improve the nation's capability to compete in the world's global society, and, 3) develop the students' understanding about the relationship between language and culture. One of the aspects of English in junior high schools is the ability to understand and create various short functional texts, monologues, and essays in the form of procedure, descriptive, recount, narrative, and report.

Related to this, the curriculum in SMP N 4 Sleman is based on the School-Based Curriculum (SBC). The Standard of Competence and Basic Competence in this school are also gained from the Standard of Content which is released by the *BNSP* on 2006.

Moreover, the scopes of learning English at Junior High School are presented as follows:

1. Discourse Competence, the ability to understand or create oral written text which is realized within the four skills; writing, speaking, reading, and listening in order to achieve the functional literacy level.
2. The ability to understand and create various short functional texts, monolog and essay in the form of procedure, descriptive, recount, narrative, and report.
3. Supporting competence which is linguistic competence (the use of grammar and vocabulary, pronunciation, spelling and structure), socio cultural competence (the use expression in the context of communication), strategic competence (to overcome problems which arise in the process of communication) and discourse competence (using a developing means).

In this research, the researcher focused on the scopes of learning English in writing recount text. It based on the standard of competence and basic competence of the School-Based Curriculum (SBC) grade VIII in the odd semester as stated below:

Table 1: Standard and Basic Competence

Standard of Competence	Basic Competence
6. Expressing meanings through very simple functional written texts and short essays in the form of descriptive and recount texts to interact with the surroundings.	6.2. Expressing meanings and rhetorical steps in very simple short essays in written work accurately, fluently, and appropriately to interact with the surroundings in the

	form of recount texts.
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4. Types of Classroom Writing Performances

According to Brown (2001:343) there are five categories of classroom writing performance.

a. Imitative, or writing down

In this category, the students will simply “write down” English letters, words, and possibly sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing.

b. Intensive, or controlled

Writing is sometimes used to test grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. This type of writing would not allow much creativity on the part of the writer.

A common form of controlled writing is to present a paragraph to students in which they have to change a structure given. For example, they may be asked to change all present tense verbs to past.

c. Self-writing

Self-writing which is also called free writing or creative writing. Self writing is usually performed to promote creativity and build writing habit. Kinds of activities of this category are note-taking, diary and journal writing.

Diary or journal writing also falls into this category. However, in recent years more and more dialogue journal writing takes place, where students write thoughts, feelings, and reactions in a journal and an instructor reads and responds.

d. Display writing

Display writing is very useful for academic purposes. Display writing obligates the students to make essays in examination, classroom assignments and even research reports.

e. Real writing

This category is aimed to be made for the people who actually need the information or messages.

It can be seen that the students need to go through all the processes from imitating until performing real writing. After that, the students are able to master the skills in writing such as doing controlled task and free writing to build writing habits.

5. Writing Assessment

Assessment is regarded as a process of collecting, synthesizing and interpreting information in order to make decisions on students' performance. According to Hyland (2003:211) assessment is used to

collect information on a learner's language ability or achievement. In the class, assessment can be conducted to diagnose the students' problems, to judge the academic performance, to provide feedback to students and to plan instruction (Airasian 1994). In line with that Hyland (2003: 212) states that assessment also provides data that can be used to measure students' progress, identify problems, suggest instructional solutions, and evaluate course effectiveness. This reflection enables the learners to take more control of their learning and to be responsible.

Brown (2004:4) states that assessment is an ongoing process that encompasses a much wider domain. The wider domain here such as; the students' responds to a question, offers a comment or the student's performance. Moreover, one of the techniques to assess students' test is using analytic score (Cohen:1994). He adds that analytic score assessing five components of the texts: Content, organization, vocabularies, grammar, and mechanics. The more detailed the analytic score by Cohen (1994) is presented below:

Table 2: Assessing Writing Rubric

Aspect of Writing	Range	Score	Criterion
Content	5	Excellent	Main Ideas stated clearly and accurately, change opinion very clear
	4	Good	Main Ideas stated fairly clearly and accurately, change opinion relatively clear
	3	Average	Main Ideas somewhat unclear or inaccurate,

			change opinion statement some what weak
	2	Poor	Main Ideas not clear or accurate, change opinion statement weak
	1	Very Poor	Main Ideas not at all clear or accurate, change opinion statement very weak
Organization	5	Excellent	Well-organized and perfectly coherent
	4	Good	Fairly well-organized and generally coherent
	3	Average	Loosely organized but main ideas clear, logical but incomplete sequencing
	2	Poor	Ideas disconnected, lacks logical sequencing
	1	Very Poor	No organization, incoherent
Vocabularies	5	Excellent	Very effective choice of words and use of idioms and words forms
	4	Good	effective choice of words and use of idioms and words forms
	3	Average	Adequate choice of words but some misuse of vocabulary, idioms, and word forms
	2	Poor	Limited range, confused use of words, idioms, and word forms
	1	Very Poor	Very limited range, very poor knowledge of words, idioms, and word forms
Grammar	5	Excellent	No errors. Full control of complex structure
	4	Good	Almost no errors, good control of structure
	3	Average	Some errors, fail control of structure
	2	Poor	Many errors, poor control of structure

	1	Very Poor	Dominated by errors, no control of structure
Mechanics	5	Excellent	Mastery of spelling and punctuation
	4	Good	Few errors in spelling and punctuation
	3	Average	Fair number of spelling and punctuation errors
	2	Poor	Frequent errors in spelling and punctuation
	1	Very Poor	No control over spelling and punctuation

Adapted from Cohen (1994:328)

It can be concluded that a piece of writing can be seen good or bad by its quality of good writing. Therefore, content, organization, vocabulary, grammar, and mechanics are five important aspects to measure writing quality.

6. Media for Teaching Writing

a. The Role of Media in Teaching Writing

The use of media is necessary in facilitating teaching learning English. In the teaching learning process, media are able to support the students to learn writing. The use of media also can create a good atmosphere and motivating the students in the teaching learning process. So, the use of appropriate media can help the teacher and the students to achieve the goal of the teaching.

There are some reasons that the teacher should use the media in the teaching learning process based on the Ministry of National Education (2009:3):

- a. Instructional media can help the learners who lack experiences.

- b. Instructional media can show everything out of the class.
- c. Instructional media creates the direct interaction between the learners and their environment.
- d. Media can be used to make an observation.
- e. Media can increase the learners' motivation.
- f. Media can integrate the experience from the concrete things to the abstract ones.

b. Kinds of Media

Media are used to transfer and deliver messages. Hindle (1998) states that the use of instructional media enables the teacher to explain, illustrate, disseminate and deliver the teaching learning process more easily and effectively than when they depend on words only. Basically, media can be defined as aids, or tools, or physical things. Instructional media are selected by the teacher to help in achieving specific goal in teaching. In the process of selection the teacher should consider; the teacher needs, the nature of the learners, the learning process and the content.

In teaching writing, there are so many types of instructional media, based on Ministry of National Education (2009:3) the instructional media such as;

- 1). Drawing or teacher made drawings

This media can be constructed and supported the topic which is being taught. The teacher can prepare it at home and apply it easily in the class to achieve the goals of the teaching and learning process.

2). Still pictures

A still picture is a record or a copy of a real object or event which may be longer or smaller than the real object or events.

3). Audio recording

This media can be shown in the form of disc or motion picture soundtracks. This is the reproduction of actual event of sound effects. The sound is presented in sequence unless it is edited by the teacher. Audio recording may be used individually or displayed directly to the students.

4). Motion pictures and TV

A motion picture or video tape recording is a moving image on color or black and white produced from live action or from graphic presentation. It can be silent or having sound. All types of audio-video electronic system can be appeared on a TV monitor.

5). Real object, simulation and models

This category includes people, events, objects and demonstration. Real objects as contrasted with other media are not substituted by the artificial objects or events. Simulation is the replication of real situation which has been designed to be as near actual events or process as possible. A model is a replica or reality. It is often in scale and may be in miniature, exact side or an enlargement.

6). Programmed and computer-assisted instruction

Programmed and computer-assisted instructions are sequences of information which are designed to elicit predetermined response. The most common examples are programmed text books or instructional programs prepared for computers.

It can be inferred, each of them has different strengths in terms of the types of messages that can be displayed.

Based on the kinds of media mentioned previously, it can be inferred that pictures can be one of effective media to improve students' writing ability, because the picture can motivate and give information for the students. Moreover, they can be used in many types of writing; one of them is journal.

c. Journal Writing

One way to practice writing at home is keeping journals. Spaventa (2000: 168) define journals as “notebooks of writers keep a record of ideas, opinions, and description of daily life that can help the writers to develop their creativity” For the students, journal helps them to improve their skills in writing, especially in organizing and generating ideas, accuracy on the grammar.

In addition, in order to make the students become good writer is by writing. The students need to keep the journals in their own notebook. Moreover keeping the journal, it will make the students remember of what they write before. Another reason why the students need to keep their

journal writing is the students can write down their ideas everyday and it will improve their ability in writing a recount text. In line with this, Chickering and Gamson (1987:5) in Luu Trong (2010) state by keeping their journals, students can record their personal or life activities.

By keeping their journal writing the students will find many ideas during writing a recount text in journal. As stated by White and Arndt (1991), students find journal writing as an enjoyable experience since the primary aim of keeping a journal is “to encourage students to become involved and interested in writing”. Spaventa(2000) in Luu Trong (2010) said that by finding an enjoyable in writing using journal, the students will not concern about errors. Moreover, Journals also can be used to help learners systematically collect data on their learning (Oscarson 1989). Students may write about their learning goals, reflections on their learning or their learning development.

d. Benefits of Journal Writing

Journal writing has existed for centuries as a way to transmit thoughts and feelings to paper (Kerka 1996). Teachers worldwide endorse journal writing in classrooms. White and Arndt’s (1991) state that there are some benefits of journal writing in a classroom. The journal writing supposes to be an effective way to make the students interested in writing. The journal writing develops fluency of expression. It also helps the students to communicate their ideas, it because writing is not only about personal feeling but a dialogue in written language. As states by Harmer

(2004:126) journal gives opportunities for freedom of expression, the impact of journal writing on writing ability in general, and the opportunity for the teacher and the students to enter into a new and different kind of dialogue. With journals, they can write about anything they want and the letters are kept confidential between them (Harmer 2004: 125)

Ngoh (2002) said that “journal writing provides students with good opportunities to improve their writing skills individually and good chances to record their thoughts and feelings”. In line with this, Langan (2000) mentions that writing a journal will develops your writing habit of thinking on paper and improves on the way you find ideas in the process of journal writing. Therefore, a journal can make writing become familiar as a part of your life.

Moon (1999) in Boud (2001) identifies many purposes of writing journals such as;

“To deepen the quality of learning, in the form of critical thinking or developing a questioning attitude, to enable learners to understand their own learning process, to increase active involvement in learning and personal ownership of learning, to enhance professional practice or the professional self in practice, to enhance the personal valuing of the self towards self-empowerment, to enhance creativity by making better use of intuitive understanding, to free-up writing and the representation of learning, to provide an alternative ‘voice’ for those not good at expressing themselves, and to foster reflective and creative interaction in a group”.

e. The benefits of using pictures in journal writing

In journal writing, the role of pictures is important to the learners to learn writing a recount text. Wright (1989) says that pictures have three contributions in writing such as interest and motivation, a sense of the context of the language, and a specific reference point or stimulus. Wright (1989) also says that there are five roles of picture in writing such as:

- 1) Pictures can draw students' motivation and attention and make them participate in learning.
- 2) Pictures can contribute to the context in which the language is being used.
- 3) Pictures may raise interpretation objectively and subjectively.
- 4) Pictures may refer to response of questions, or as controlled practices.
- 5) Pictures can stimulate and give information in dealing with conversation, storytelling and discussion.

Moreover, the teacher should give the students pictures to attract them and increase their confidence. Wright (1989) says that there are five criteria for the picture to be applied in the classroom such as: easy to prepare, easy to organize, interesting, meaningful and authentic, and sufficient amount of the language in order to justify its conclusion in the language lesson.

It can be concluded that picture in writing is necessary hence it should be interesting, provides excitement, attract the students attention and the importance one is generate their ideas in writing recount text.

7. Recount Text

As stated by Anderson (1997), recount is defined as a piece of text that retells events aimed to give the audience a description of what occurred and when it occurred. In line with that, Watkins (2005) states recounts are sequential texts that do little more than sequence a series of events. On Indonesia curriculum the students should learn this text type because recounts are the simplest text type rather than the other genre. So, the students also have to master this subject.

Based on the definition of recount above, it can be concluding that recount as a piece of text that reconstruct past events which they happened in order and related in a particular relation. Based on Anderson (1997), the students have to know how to construct and what language features in a recount.

The components of a recount text are:

1. A first paragraph: Orientation which explains about background of information about who, what, where and when.
2. A series of paragraph that retell the events in the order in what they happened
3. A concluding paragraph

The students have to know about it. It is because the students will be easier to write a recount text if they know the construction.

Language features in a recount text are:

1. Proper nouns
2. Descriptive words
3. The use of the past tense
4. Words

In line with that, according to Ngabut (2003), in order to be able to construct a recount text effectively, the students should know well the steps that should be followed. There are six steps of how to write a recount text effectively. The steps are: (1) prepare what information required based on the theme or the topic, (2) provide the setting and introduce participants in orientation, (3) determine the events that occur based on its sequences, (4) summarize the events in reorientation, (5) arrange all information to make first draft, and (6) analyze the first draft especially in structure of text, vocabulary and grammar conjunction, spelling and punctuation. From the description before, it can be concluded that recount has three elements:

B. Review of Relevant Studies

This research employs 3 previous studies to make easy in finishing this thesis. The first research is conducted by Luu Trong Tuan In an ESL journals Vol. 3. NO.3. September 2012 who conducted a research entitled, “Enhancing EFL Learners’ Writing Skill via Journal Writing”. He analyzes how to enhance writing ability on EFL learners using journal writing.

The second, the research is conducted Lesna Henny Mia Kodoatie (2012) who conducted a research entitled “Improving Students’ skill of writing recount texts by using picture series for the eighth grade students of SMP N 1 Seyegan in the academic year of 2012/2013. She analyzes how to improve the students’ skills of writing of writing recount text by using picture series.

And the last is written by Arina Muflikhati (2012) who conducted a research entitled “improving students’ writing skills on recount texts through the use of dialogue journal writing of the tenth grade students of SMA IT Abu Bakar Yogyakarta in the academic year of 2012/2013. She investigates the use of dialogue journal writing can improve the writing recount text skills of tenth grade. It concerns on solving students’ problem in writing skills in five aspects such as grammar, mechanic, vocabulary, fluency and form.

C. Conceptual Framework

As stated in the previous chapter, there are some problems related to the students’ writing ability (generating ideas, lexico-grammar features, and organization) at SMP N 4 Sleman about writing a recount text. Based on the literature review above, it shows that journal writing can improve students’ writing ability related to generating ideas, lexico-grammar features, and organization.

The students’ problem writing in recount text can be improved by using journal writing. Journal writing can also improve the students’

ability in generating ideas by asking them to discover their ideas as far as they can. In practicing using journal writing, the students' mistakes are not the main concern. Therefore the students do not need to be afraid about using words while writing a recount text. In writing, the more the students practice, the more the students will improve their skill. After that, the teacher uses pictures in journal writing to help the students generate their ideas. Pictures are effective media to attract the students' interest in writing due to at their age something with pictures is fun. The use of pictures also helps the students to visualize what they write about. In practice, the teacher uses group work. The purpose of making a group work is to make the students comfortable about their writing. In group work the students can also cooperate with the other students by sharing their ideas and knowledge. The use of group work can also improve their writing ability in the aspect of lexical grammar features and organization. As a result, the students will have many ideas due to that activity. Moreover, journal writing is done frequently; therefore the students are familiar with generating ideas, lexico-grammar features and organization.

It can be concluded that journal writing can improve the students' writing skills in the aspects of generating ideas, lexical-grammar features and organization in writing recount text in SMP 4 Sleman. The students can make simple sentences. In addition, the way the students generating ideas is better than before.

CHAPTER III RESEARCH METHOD

A. Research Design

The design of this study is action research. Carr & Kemmis (1999) in Burns (2010) suggest that action research is a form of self-reflective enquiry done by participants in social situations (e.g. teachers, students, school principal in educational situation) for improving their own social and educational practices, and the situations in which these practices are carried out. In this study, the researcher is directly involved on the research.

As stated by Burns (2010), "in action research, a teacher becomes an 'investigator' or 'explorer' of his or her personal teaching context, while at the same time being one of the participants in it". The main purpose of action research based on Burns (2010) is to identify a 'problematic' situation or issue that the students consider worth looking into more deeply and systematically.

In line with this, John Elliott (1991) in Young (2003) defines action research as:

"Action research is the process through which teachers collaborate in evaluating their practice jointly; raise awareness of their personal theory; articulate a shared conception of values; try out new strategies to render the values expressed in their practice more consistent with educational values they espouse; record their work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching by research practice."

Based on Kemmis and McTaggart (1990) in Burns (1999) , there are two cycles in Action Research; the first cycle involves the major steps of planning, action, observation and reflection. Then, the second cycle is revising the first cycle. Planning is the step of creating a plan to observe and record the classroom activity. Action is the step of implementing the plan. Observation is the steps of recording the classroom activities. And then, reflection is revising a classroom activity from what the researcher's plan first. Moreover, as suggested by Madya (2006: 67), she adds a reconnaissance step before planning is implemented. She also said that the students perceive of English language can be seen in this step.

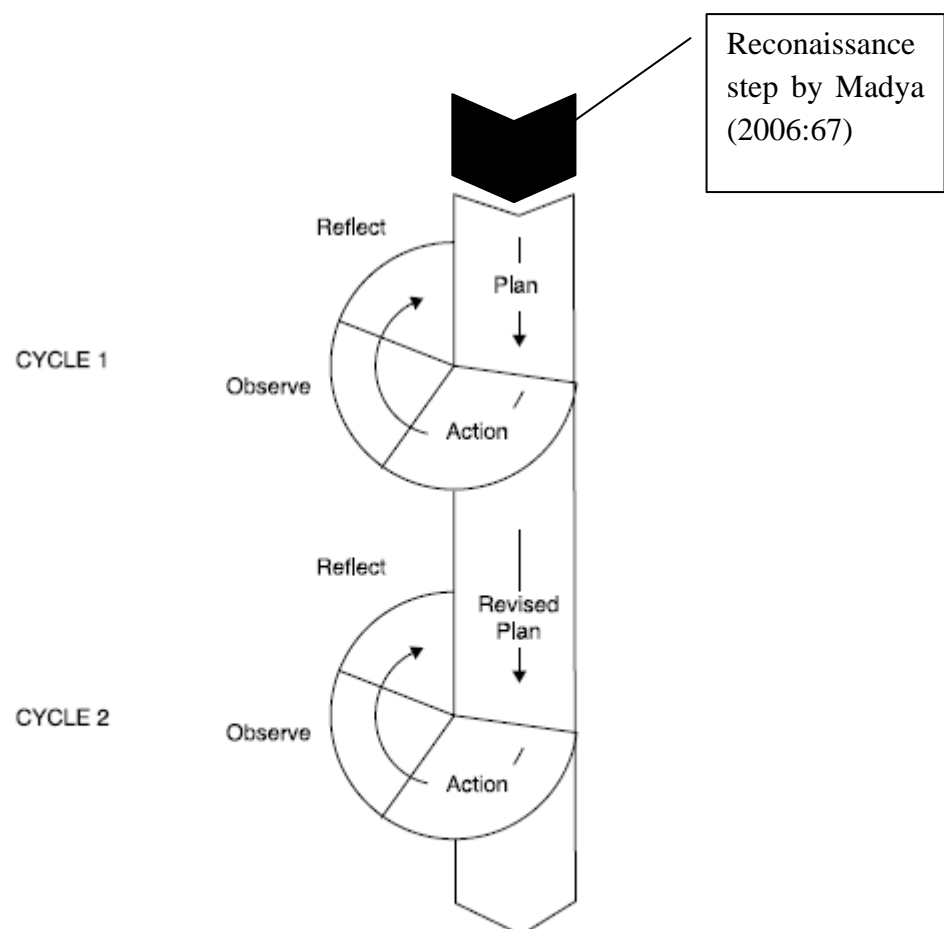


Figure 1.1 Cyclical AR model based on Kemmis and McTaggart (1988).

B. Research Setting and Subjects

This research was held at SMP N 4 Sleman, involving 35 students of VIII A class. This school is located at Turi Street Km. 3 Trimulyo Sleman Yogyakarta. It is far away from the town because this school is located in the village. This school has 9 classrooms, teachers' room, and some facilities such as a mosque, 2 canteen, a library, 3 laboratories, (2 for computers and physics or biology), a parking area for the teacher and staff, and a sport field.

SMP N 4 Sleman has 25 teachers who are graduated from various Universities in Indonesia and 10 staff which have their own authority such as a school security, a librarian, a school keeper, a laboratory staff, a cleaning service and 5 administration staffs.

The research study has been done for about 1 month, May 2013, including the observation, planning, and the implementation of the use of journal writing.

C. Data Collecting Instruments

In this study the researcher collected the data by writing field notes, the students' writing, questionnaire, and interview guidelines with the students.

a. Field Notes

Field notes are used to record anything happened in the classroom. It will be useful to record the students' behavior toward

writing, the students' difficulty in writing and the students' weaknesses during the teaching learning process.

b. The Students' Writing

The students' writing aims to record the result of the students' journals. It is because after the students write a recount text using journal writing, the researcher needs to analyze the journals in a matter of accuracy of grammar and the ability of students in choosing word by word and then putting in a sentence.

c. Questionnaire

The researcher uses questionnaire is to find out the ability of the students of writing a recount text before the researcher doing a research. Questionnaire also needed to know the difficulties of the students in writing a recount text.

d. Interview Guidelines

The researcher used structured interview in conducting the research. The use of interview guidelines was to collect specific information from the subject. The guidelines are differed in two forms: for the teacher and for the students.

D. Data Collecting Techniques

The data in this research study were gained from the instruments. The data were collected through class observations, questionnaires, and structured interview with research subjects. The data needed in this

research such as writing scores, obstacles, and expectation toward the implementation of the research.

In the reconnaissance step, the researcher and the collaborator had a class observation. After that, an interview with the teacher to find the problems on teaching learning process of writing recount text. Then, questionnaire was given to the students to know their difficulties in writing recount text. In this step, the researcher tried to fulfill process validity by doing observation, interview, and giving questionnaire.

In the plan of action, the researcher had an interview with the English teacher to decide what kind of activity should be applied related to the problem of writing a recount text. Democratic and process validity were expected to be achieved in this step.

In action and evaluation, during action and evaluation, the observation was done by the collaborator in every meetings using observation sheet which is prepared before the research. Then, after the implementation the researcher had interview with the students, teacher and collaborator related to the implementation of the journal writing to improve writing ability of the students to write a recount text. Dialogic and outcome validity were expected to be achieved in this step.

In the process of reflection, the researcher assisted by the teacher evaluated students' writing to record their activities. The documentation is involving the collaborator. The researcher is believed achieving content, construct and outcome validity.

E. Data Analysis Techniques

The data were both analyzed qualitatively and quantitatively. For the qualitative data Burns (1999:157) states that there are 5 steps to analyze the data of the research.

1. Assembling the data

In this stage, the researcher assembles the data that have been collected on the reconnaissance step such as field notes, questionnaire, and interview transcripts. Then the researcher and the collaborator find the problems with the teacher about students' writing.

2. Coding the data

At this stage, the main purpose is to reduce the large amount of the data that have been collected to more manageable categories.

3. Comparing the data

At this stage, the main purpose is to display the data rather than interpret or explain them.

4. Building interpretation

At this stage, it demands a creative thinking to interpret and develop the data that have been obtained.

5. Reporting the outcomes

At this stage, it involves presenting an account of the research such as discussing the questions, describing the context, of the research,

outlining the finding, interpret the finding and suggesting the project feedback.

Then, for the quantitative data the researcher analyzed the mean and the standard deviation of the students' writing. Then the mean from the pretest until the posttest were compared to see whether the students' writing improved or not.

F. Research Procedure

a. The Reconnaissance

Firstly, the researcher should conduct a reconnaissance step. It is used to find out about students' writing ability in producing the recount text. It is used to the researcher to prepare of what they are going to do during the research. The researcher tries to look for the problem of the students in producing recount text. Then, preparing the component of recount text is necessary here. The researcher need to consider what types of treatment is needed over its condition.

b. Planning

In this step the researcher focuses on the problems that arise in the first procedure. The researcher looks for a technique to solve the problems that already known in the first procedure. Then, the researcher need to design the teaching material about writing recount text using journal writing. The designing of the material is necessary, because it determine the students' interest over the

material that the researcher gives during the research. The instrument to collect the data also needs to be prepared in this step.

c. Action and Observation

After the researcher preparing some plans to solve the problem existed, the researcher have to implement the plan of the research in the class. By recording and observing the classroom activity, the researcher takes a note of anything happening in the classroom. It is used to collect the data from classroom activity despite collecting the data only from the students. Collecting data in classroom activity is important because it will consider the students who need more treatment by the researcher. The researcher also has to take a note the students' response about the question and the activity of the students while having a discussion.

d. Reflection

When the action in the class is already done, the researcher and the collaborator conduct a reflection. After that, the researcher and the collaborator discuss the research whether the action is successful or not. If the action is not successful the researcher has to decide about to find another topic. The purpose of finding another topic is to make various topics that can improve the students' vocabulary. So, at the end of the research the students can improve the writing ability in writing recount text.

G. Data Validity and Reliability

The validity and reliability were qualitative and quantitative. For the qualitative, Burns (1999: 161) proposes five criteria related to the validity of the research, such as democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. In this research, 4 of them were used to fulfill the validity of the research. The explanations of them are given below:

1. Democratic validity

This criterion is related to the extent to which the research is truly collaborative. To fulfill this criterion are having discussion with the teacher to find the problems to be solved and doing such interview with the students as a subject.

2. Outcome validity

This criterion is related to the notion of action leading to outcomes that are “successful” within the research context. This research is expected to be able to solve more than one problem existed in the process of the research, for example: motivation and class management.

3. Process validity

This criterion is related to the extent which raises questions about the process of conducting the research. To fulfill this validity, observing classroom activities, making field notes during the lessons, interviewing students and the teacher, and having discussion with the school headmaster about the schedule of the research doing by the researcher.

4. Dialogic validity

This criterion is related to the extent that parallels the process of collaborative enquiry or reflective dialogue with “critical friend” or other participants. Asking the collaborator to act as an observer who observe and report the students’ reaction during the teaching and learning process will fulfill this criterion.

Moreover, the field notes, interview transcript and other data were giving to fulfill the reliability. To gain the trustworthiness, Burns (1999:163) suggests four triangulation techniques. But then, only two of them were used in this research. The techniques are explained below:

a. Time triangulation

The data are collected at one point in time or over period of time to get a sense of what are involved in the processes of the changes.

b. Investigator triangulation

More than one observer is involved in the same research setting to avoid observer being biased and to provide checks on the reliability of the observation.

Moreover, the quantitative were also used to gain the trustworthiness. The researcher used inter rater reliability to avoid the subjectivity in assessing students’ writing. In assessing the students’ writing the teacher also assessed the students’ writing to avoid the subjectivity of the researcher.

CHAPTER IV

RESEARCH FINDINGS

The research aimed to improve the Eighth Grade students' writing skills at SMP 4 Sleman. This chapter presents the process, the results, and the interpretation of the finding of the research. The research conducted in two cycles; Cycle I and Cycle II. Each cycle consists of planning, action & observation, and reflection.

A. Identification of the Problems

To identify the problems of the teaching learning process of SMP 4 Sleman. The researcher began to observe the teaching and learning process in the classroom in order to know the students' problem in writing. The note below shows the teaching learning process of writing a recount text.

At 11.30, The English teacher entered the classroom together with the researcher. Then, the teacher asked the researcher to sit down on the back side of the class. "How are you students?" the teacher asked the students and the students answered "I'm fine ma'am". "Come on students, one of you have to clean this white board" before we started learning. After that, the teacher asked the students why the student named Pipit didn't came for 3 days in a row without permission. "We don't know ma'am" the students answered the question. "Okay, today we are going to learn about recount text. Do you remember about this?" the students answered, "it's about telling past event ma'am", "very good", she said. The teacher started the lesson by writing the social function of recount, the teacher asked "okay the students what is the social function of recount text?" the students answered "to tell the writer's experience in the past ma'am". "So, whose experience?" the students answered "the writer ma'am". The teacher tells the students that a sad or happy experience is possibly to write by the writer. "Okay, don't forget that recount text is telling the past experience of the writer" the teacher said. Then, the teacher asked the students to take outside their LKS.

Before we go forward, the teacher asked the students "what tense use in recount text?" "Simple past tense ma'am" they said. Moreover, the teacher gives

some examples of sentence using simple past tense. The teacher begun to explain about the generic structure of recount text “what generic structure do we have in recount text students?” “orientation, events, and reorientation ma’am”. “It’s good, I think all of you still remember what we have learned in the end of semester 1”. The teacher warned the students who are less-enthusiastic. “What do we have in orientation?” said the teacher, “the character ma’am, the place and the time” a student said while teacher warned the students to don’t be noisy.

Then, the teacher plans to ask the students to write a short recount text but the students said “we don’t like writing ma’am, it takes a long time for us”. Ok then, “now open page 66!” “okay, who wants to read the first paragraph” said the teacher, but the students just keep silent, it seems that they are less-confident to read the text. The teacher points a student to read the text. The boy in the front side has a turn to read but he looks difficulty to read. After the students finished reading the text the teacher asked “how many paragraph students?” “4 paragraph ma’am”. “Who’s I in this text?” the teacher said, “the writer ma’am”. Next, “where the orientation takes place?” she said, “in the first paragraph ma’am”. “We can get in the orientation such as where, when and what” said the teacher. “Then, in the second and third paragraph is events, the last paragraph is reorientation.

After that, the teacher asked “now read the second and third paragraph, how many events in there” “ma’am without dictionary is difficult” they said. “Ok then, now 3 of you go to library and take some dictionary there” the teacher said. The teacher asked the students to write the events in front of class. “Now, we moved on to resolution, what we can find in resolution?” the teacher said, “the conclusion ma’am”. Then, the teacher asked the students to answer the questions below the text. Finally, the lesson is over, before the lesson is over “is there any question?” she said “no ma’am”. Ok, see you next meeting.

From the observation, some of the students have sufficient background knowledge about a recount text. Yet the other students keep silent due they do not know anything about text type in English. Overall the teaching learning process was quite successfully. It can be seen from the students’ enthusiasm in answering the teacher’s question related to recount text.

After doing an observation in the class, the researcher did an interview with the teacher to ask about the problems the researcher has found.

- P : *Pertama, saya mau menanyakan apa kesulitan siswa dalam menulis ?*
(Firstly, what is the difficulty faced by of the students in writing?)
- GBI : *Ya yang paling besar kesulitan mereka di dalam **generating ideas** mereka dan pemilihan kata. Mereka sebenarnya tahu apa yang akan mereka tulis tapi tidak tahu bahasa Inggrisnya. **Grammar** nya masih acak-acakan mas. **Organization** nya juga dalam menulis masih acak-acakan.*
(Their difficulties are in generating ideas and choosing words. They are actually know what to write but did not know in English. The grammar and the organization are also very bad)
- (Interview Transcript 1)**

From the interview transcript with the teacher, the researcher found some problems related to writing recount texts such as; generating ideas, grammar, and organization in writing recount text. In this case, generating ideas and grammar dominate the students' problem of writing a recount text even though there were also problem in organization. The researcher also interviewed the students to confirm teacher's statement.

- M : *Iya, jadi sekarang saya mau tanya kesulitan kamu dalam menulis dalam bahasa inggris itu apa?*
(Well, what is your difficulty in writing English language?)
- S : *Jadi kesulitan yang paling besar itu dalam **mencari ide** dan mengungkapkannya dalam bahasa inggris, jadi saya kadang tahu mau nulis apa tapi ga tahu bahasa inggrisnya.*
(The most difficult part of writing a recount text was generating ideas and expressing in English. Sometimes, I had the idea but did not know how to write in English)
- M : *Terus permasalahan lain? Tentang grammar atau hal-hal mendasar tentang teks recount seperti generic structure, verb yang digunakan ada masalah?*
(What are the other problems? For example about grammar or something related to a recount text such as the generic structure and the verb used in writing recount text?)
- S : *Kalau itu sudah paham mas, soalnya saya terus mencatat dari yang Bu Rusbaniyah berikan tapi **grammar ya masih acak-acakan** mas mungkin masih awam di bahasa inggris mas. Terus kalau nulis recount kita masih bingung organizationnya.*
(I know about it Sir, it is because I always takes note while the teacher giving the materials. But, the grammar is still bad sir. Then, in writing recount text, we are still confused in organization of the text.)

(Interview Transcript 2)	
M	: <i>Oke sekarang gantian kamu ya, jadi apa kesulitan kamu dalam menulis?</i> (Well now it's your turn, what is your difficulty in writing?)
S	: <i>Kalau kesulitan dalam menulis masih banyak mas, dari generating ideas aja udah susah, terus grammar saya masih lupa-lupa terus.</i> (I have so many difficulties in writing sir. I have difficulty in generating ideas, then the rule of grammar, I often forgot.)
M	: <i>Terus pendapatmu tentang cara guru kamu mengajar?</i> (How is your opinion about your teacher's style in teaching writing?)
S	: <i>Kalau menurut saya biasa-biasa aja mas, soalnya kerjaan nya cuma ngerjain soal terus.</i> (In my opinion there is nothing special Sir, because the activity is just doing some exercise)
(Interview Transcript 3)	

Based on the interviews with the students, the researcher found some common problems of writing such as generating ideas, grammatical issues and expressing ideas in English. Therefore, the students' writing skills at SMP 4 Sleman grade VIII did not meet the expectation yet. Their writing ability was low. The researcher believed that they had difficulties in express their ideas and constructs the text.

Moreover, from the interview transcripts and the field notes above, the researcher found some problems related to the students' writing ability that they are presented as follows:

1. The students paid no attention to the teacher.
2. The students were not motivated in the teaching and learning process.
3. The students could not develop their ideas into written texts.
4. The students had difficulties in using lexico-grammar features.
5. The students had difficulties in using the correct organization.

6. The students' involvement in the teaching and learning process was low.

In order to know writing skills before the action conducted, the researcher held a test which is generally called as a pretest. The students had to write a recount text. In this pretest, the researcher did not use pictures to see how good the students' ability in writing the recount text. Their writings were scored based on a writing scoring rubric and were analyzed as follows.

Table 3: The Students' Writing Score after Pretest

	Pretest
Mean	1.28
Standard Deviation	0.47

Then, here is the example of the result of students' pretest.

Nama : Uswatun Chasanah
Kelas : VIII A
No : 34

Kamis, 23 Mei 2013
"Bahasa Inggris"

Malioboro

Last Monday, I and my family visited to Malioboro. We visited to Malioboro for shopping. We started at 10.00 a.m, we us by bus.

We arrived at 10.45 a.m. We there (took) various blous and the trousers. We bought blous and trousers. Situationed in Malioboro very busy. We (walking) around Malioboro unlimited at 12.30 a.m. After that straighted to go home.

We happy although fatigued. We possible (took) Malioboro which very busy. I very happy because possible took Malioboro.

Based on the example of the results of the student's pretest and the score of the students' pretest above, the result did not meet the expectation yet. It is because the researcher also looked for the number of students who had scores at least the same or more than the ideal mean score in pretest. The result of the students' writing was scored by using rubric on a scale of five points, with 5 as the highest score. Furthermore, it can be calculated that the ideal mean score is 3. Here, the result of the number of the students in general aspects of writing as can be seen below.

Table 4: The Number of the Students Having Scores the Same or More than the Ideal Mean

	Content	Organization	Vocabulary	Grammar	Mechanic
Pretest	8	1	1	0	0

As can be seen from the table above, the researcher found that the number of the students has scores the same or more than the ideal mean was 8 students in the aspect of content. Then, in the aspect of organization and vocabulary was just 1 student who has scores the same or more than the ideal mean. Lastly, in the aspects of grammar and mechanic there were no students who have scores the same or more than the ideal mean.

Based on the results above, the researcher and the teacher decided to solve the problems that necessary and feasible to be done. The problems can also actually be seen from the result of the questionnaires. From 35 students observed in the observation, 30 of them said that they had difficulties in writing. On the other hand, 26 of them admitted that they rarely wrote in English outside the class.

Meanwhile 19 of them also said that they rarely wrote in a journal. The complete result of the questionnaires can be seen in the appendix.

From the problems identified above, the researcher and the English teacher decided to solve the problems related to those five aspects of writing. The problems selected were the ones related to the students' writing ability. They can be listed below:

1. The students felt difficult to generate their ideas.

From the results of the classroom observation in the reconnaissance, the students faced some difficulties in generating ideas. The students did not even know what to write and how to begin writing. The result of the questionnaire also shows that 30 of the 35 students admitted that they had difficulties in generating ideas in writing. Then, five of them saying they could generate ideas well.

2. The students problems' of using lexico-grammar features

The second problem about writing ability found in the observation was related to the use of lexico-grammatical features. The result of the questionnaire shows 33 of the students had difficulties in using grammar, while two out of the students said they did not have difficulties in using grammar.

3. The students were lack of understanding in using correct organization (generic structure)

The last problem to solve is about the students' text organization, or generic structure. It can be seen from the pretest that the students

used the wrong generic structure. They did not understand the correct order in generic structure such as orientation, events, and reorientation.

After the problems were formulated, the researcher prepared some plans to solve those problems. Then, the researcher considered the time and capability of the teacher in conducting the research.

The researcher observed that every student had different problems. Their common problems were difficulties in generating ideas. It might be one of the causes why their writing ability was low. Furthermore, their difficulties in construct a text might be the other problems of the students. Considering those problems in the field, the researcher proposed some plans to overcome them.

Based on this case, the researcher used a journal writing to overcome the problems. In the journal, the students assisted by pictures to stimulate their ideas. To improve their writing ability in writing recount text, the researcher planned using group work to ease the students generating their ideas. In addition, the researcher also gave integrated materials such as; tenses, constructing a text, and continuing text activities. After that, the researcher consulted to the teacher to get the suggestions related to the plans.

B. Research Process

1. Report on Cycle I

In Cycle I the research is divided into 3 meetings. The researcher and the collaborator did planning, action and observation, and reflection.

a. Planning

1) Determining the actions to overcome the problems

The researcher and the collaborator planned some actions related to the research about improving students' ability in writing recount text ability of the students.

- a) Using journal writing to attract the students writing a recount text better.
- b) Showing various techniques such as presenting a model of recount text by using journal writing to the students.
- c) The researcher planned to discuss the students' mistake of their writing product in every meeting.

2) Preparing the materials and the media

The researcher planned to give some examples of recount texts containing picture associated to the topic. The researcher also prepared the journal as the media of the students in writing a recount text. Then, he considered giving materials related to improve their writing ability about tenses, arranging a text into a good paragraph, and continuing activity.

3) Preparing lesson plan

The researcher prepared the lesson plan which consists of several components namely standard of competence, basic competence, indicator, learning objective, and learning materials. The researcher

made lesson plans which were rooted in the syllabus. In the Cycle 1 of the research consists of 3 meetings.

Table 5: Schedule of the Research

No	Steps	Month									
		Apr-13				May-13				Nov-13	
		1	2	3	4	1	2	3	4	1	
1	Observation										
2	Planning										
3	Pretest										
4	Action Cycle 1										
	Implementation										
	Observation										
	Reflection										
5	Planning Cycle 2										
6	Action Cycle 2										
	Implementation										
	Observation										
	Reflection										
7	Post test										
8	Analyzing Data and Reporting										

b. Action and Observation

The researcher administered this cycle in three meetings. The consideration taken by the researcher is based on the suggestion from the teacher. Another consideration was that because the school was preparing the first semester exam. In this cycle, the collaborator and the teacher acted as the observers and the researcher became the action taker. Here, the description of the action is below.

a) First Meeting

The researcher conducted the first meeting on Saturday, May 10th, 2013. The researcher began the class by greeting the students. Then, the researcher had a little conversation with the students and checked the students' attendance. In the first meeting, the researcher focused on the tense and jumbled paragraph activity. As a lead in, he gave the students a recount text entitled "*Fishing at Seribu Island*". The researcher asked them to work in a group of 4. The researcher led the students identify the tense used in the text. The tense used in recount text is *Simple Past Tense*. They had to look at to the difficult word. Then, they had to identify the generic structure of the text.

After the discussion about the text had been done, the researcher gave the students another text entitled "*My Football Experience*" but the verbs were totally incorrect. The researcher asked the students to change the verb into correct verb. In this activity, the researcher asked the students to do it individually. After they finished doing the task, they wrote their sentences on the whiteboard. After they had done showing the answer on the whiteboard, the researcher began to discuss the answer together with the students. After finished correcting the students' answer on the whiteboard, the result was good enough. Even though, they still made some mistakes.

The students looked less enthusiastic. Some of them did not know about “to be”. The researcher needed to explain about “to be”. The description of the situation is as follows.

Most of the students seemed forgot about “**what is to be**”. Then the researcher needed to explain about to be while warned the students who had less enthusiastic. After the explanation the students started to know about it but maybe in a short period.

(Field notes 2, Saturday, May 10th, 2013)

From the notes above, half of them know about the verb but the other half still did not know about the verb used in a recount text. The result of the interview between the researcher and the teacher also reflected the similar conclusion. The interview transcript is shown below. It will belong to the process validity.

P: *Pertama, saya mau menanyakan apa kesulitan siswa dalam menulis ?* (What is the students’ difficulty in writing?)

GBI: *Ya yang paling besar kesulitan mereka di dalam generating ideas mereka dan pemilihan kata. Mereka sebenarnya tahu apa yang akan mereka tulis tapi tidak tahu bahasa Inggrisnya. **Grammar** nya masih acak-acakan mas. **Organization** nya juga dalam menulis masih acak-acakan.*

(Their biggest problems are about the students in generating ideas, grammar, and organization in recount text. They are actually what to write but did not know what in English. Then, the Grammar and Organization are not good enough)

(Interview Transcript 1)

The next task was about jumbled paragraph. The text entitled *Batam City*. The students had to rearrange the jumbled paragraph into a good order. The students had to pay attention to the generic structure of

recount text to deal with this task. While they were doing those tasks, the researcher supervised their activity. In this activity the students seemed didn't have any difficulty. The following field note describes the situation.

Then, the researcher gave another task about jumbled paragraph. "Well students know you have to make the paragraph into a correct order" the researcher said. On this activity the students didn't have any difficulty.

(Field notes 2, Saturday, May 10th, 2013)

From the result above on that day activity, it is obvious that they still made many mistakes. In the last ten minutes, the researcher gave the students the summary about the materials given on that day. He checked whether the students had understood or not yet. After closing the class activities, the researcher and the teacher discussed the actions and made a plan for the next action for the next meeting at the teacher's office.

After implementing the activities, the students showed some enthusiasm in doing the activities. This quotation reflects the condition. This quotation can therefore be said to have outcome validity.

P	: <i>Saya mau tanya tadi bagaimana latihan mengganti verb dan jumble paragrafnya?</i> (I have a question, how do you feel about the exercise about verb and jumbled paragraph?)
S	: <i>Ya masih kesulitan aja mas. Soalnya jarang dapat latihan seperti itu. Mungkin perlu lebih banyak latihan itu biar bisa menulis dengan baik.</i> (I still have difficulties. It was because I got the exercise long time ago. Maybe, I needed more practicing in writing)
P	: <i>Jadi kamu masih bingung sama present sama past tense ya?</i> (So, did you have the difficulties to distinguish between the pretest and past tense?)

- S : *Iya mas.*
(Yes sir)
- P : *Terus bagaimana tadi proses belajar mengajarnya?*
(How about the teaching learning process?)
- S : *Masih kaget sih mas dengan latihan-latihan itu, tapi lumayan menyenangkan.*
(it was quite joyful sir)
- (Interview Transcript 4)**

- P : *Kalau kamu tadi bagaimana latihannya?*
(How about the last exercise?)
- S : *Sedikit perkembangan mas. Jadi sedikit terbiasa dengan past tense dan organization pada teks recount.*
(I have a little improvement Sir. Now, I'm a bit familiar with past tense and organization of recount text)
- P : *Terus bagaimana tadi proses belajar mengajarnya?*
(How about the teaching learning process?)
- S : *Menyenangkan mas.*
(it was joyful sir)
- (Interview Transcript 5)**

Meanwhile, the teacher also said that the implementation in the meeting 1 generally had already been significant in solving the students' ability in grammar and organization of the text, as can be seen from the result of interview below:

- P : *Bagaimana tadi bu, terkait activity tentang mengganti verb sama jumble paragraph?*
(How about the activity of the students related to verb and jumbled paragraph ma'am?)
- T : *Alhamdulillah mas, lumayan mereka ada perkembangan walaupun cuma sedikit, setidaknya mereka terbiasa kembali dengan grammar dan organization, terutama di tenses nya mas.*
(It was good. They had an improvement especially in the tense)
- (Interview Transcript 6)**

b) Second Meeting

The researcher conducted the second meeting on Thursday, May 16th, 2013. On that day, the researcher planned to ask the students to

learn how to construct a sentence properly. The activity was suggestions from the teacher as a reflection on the first meeting. The box below contains a note describing the reason why on that day activity was constructing sentences.

“Okay prepares yourself” I had discussed with your teacher about your writing before” “I think you need to practice in making a sentence properly”.

(Field Notes 3 Thursday, May 16th 2013)

The researcher started the class by greeting the students and checking the attendance list. After the students were ready to start the class, the researcher started to explain the activity on that day. The task was about constructing a sentence properly. The students were divided into seven groups. Firstly, each group should make 2 sentences using simple present tense first. On the same time, the researcher supervised the students’ activity. After finished with two sentences the researcher asked the students to write down on the whiteboard. The box below described the situation on that day.

The researcher and the collaborator walked around to check the students work. “Okay the time is up, the representative of the group go forward and write it down”. The students were interesting to write their work of sentences. The students’ sentence was quite good.

(Field Notes 3 Thursday, May 16th 2013)

By looking at the field notes above, it can be seen that the students did not have any problem in writing sentences using the simple present. Then, the researcher asked the students to write sentences using the simple past tense. The students’ problem in writing a sentence was arising. The box below described the situation on that day.

When the students asked to write using verb 2 the problems appeared. The students did not know much more about regular verb and irregular verb.

(Field Notes 3 Thursday, May 16th 2013)

Based on the field notes above, it can be stated that the students looked enthusiastic and serious in doing the task. Even though, they were struggled to make the sentences. This quotation reflects the condition. This quotation can therefore be said to have outcome validity

P	: <i>Oke tadi bagaimana latihan membuat kalimatnya? Kesulitan atau tidak?</i> (How were our activity in constructing sentences? did you have any difficulty)
S	: <i>Lumayan kesulitan tadi mas, tapi ya lumayan ada sedikit peningkatan</i> (I had a some difficulties but I had a bit improvement Sir)
(Interview Transcript 7)	
P	: <i>Oke, tadi bagaimana latihan membuat kalimatnya? Kesulitanmu dimana?</i> (How were our activity in constructing sentences? did you have any difficulty)
S	: <i>Kesulitannya ya dalam merangkai kalimat itu sendiri mas. Kesulitan lainnya masih lupa sama S+V2+O nya tapi saya sudah mencatat jadi nanti saya akan pelajari lagi mas.</i> (The difficulty was in constructing sentences sir. I was still forgot about the tense used in recount text)
P	: <i>Terus ada kesulitan lain?</i> (Then, did you have another difficulty?)
S	: <i>Itu mas ga punya ide buat nulis apa.</i> (I had no idea about what to write)
(Interview Transcript 8)	

Meanwhile, the teacher also said that the implementation in the meeting 2 generally had improved the students' ability in constructing a text, as can be seen from the result of interview below:

- P : *Bagaimana tadi tentang latihan membuat kalimat dalam bahasa inggrisnya sesuai saran ibu kemarin?*
(How was about the students' exercise about constructing sentences, ma'am?)
- T : *Alhamdulillah mas anak menjadi antusias belajar bahasa Inggris, sebelumnya mereka membuat satu kalimat aja lama sekali lo mas, tapi waktu di ajarin mas kok jadi lumayan. Tapi ya masih aja ada yang rame terus.*
(I think the students' enthusiasm in learning English had improved. Before this activity, the students just were able to make one sentence, but now they are good enough in making sentences).
- (Interview Transcript 9)**

c) Third Meeting

The third meeting was conducted on Friday, May 17th, 2013.

The researcher on that day asked the students to write a recount text using journal writing. The box below contains notes describing the activity on that day.

Well students are you ready for today?" the students answered "okay sir". The today's topic is writing recount text using journal writing.
(Field Notes 4 Friday, May 17th, 2013)

The researcher started the class by greeting the students and checking the attendance. After the students were ready to start the class, the researcher started to distribute the media to the students. The researcher asked the students to make a group consist of 4 students. Then he gave the topic to the students such as; IPTEK museum, Cibaduyut, Taman Safari, and TMII. Before the students began to write, the researcher asked three of the students to take the dictionary from the library.

The students began to write a recount text. At the same time, the teacher warned the students to focus on their task. The description of the activity it can be seen below.

The researcher warned the students who did not do the task, the researcher said “Sidiq what are you doing? Come on do the task”.

(**Field Notes 4 Friday, May 17th, 2013**)

From the notes above, it could be concluded that the students were noisy in the classroom. Even they walked around the classroom to ask some of their friends. It is obvious that the situation in the classroom was busy. The teacher also reminded the students about the verb patterns in writing a recount text. The result of the interview between the researcher and the teacher, and the researcher and the students also reflected on the similar conclusion. The interview transcript is shown below. It will belong to the process validity.

P : *Bagaimana bu tadi latihan anak-anak membuat teks recount dengan menggunakan jurnal bergambar?*

(How about the students' exercise in writing recount text by using journal writing?)

T : *Kalau lihat sekilas dari hasilnya sih ya lumayan ada peningkatan walaupun cuma sedikit mas . Tapi lumayan mas mereka mulai sadar dalam penggunaan verb 2 nya. Tapi mereka kelihatannya masih bingung sama generic structurenya mas di recount text.*

(I think there is an improvement even it was a little bit. The important thing is their awareness in using verb 2 had improved. Though, they still had difficulty in understanding the generic structure in recount text.

(**Interview Transcript 12**)

The following is an example of students' writing.

Name : Annisa Nur Aini 06
 Dyah Puji Lestari 14
 Meisyarah 24
 Uswatun Chasanah 34
 Vatma Sari 35

Vacation to Safari Park



Two months ago, all students of Class 8 SMP State 4 Sieman participated a study tour to Jakarta, Bogor, and Bandung. Then we visited the park Bogor Cisarua.

The safari park area by buses. There were a variety of endangered species, not only from Indonesian but also exist animals from others countries. Some famous animals as the: white tiger, and, various species of bird and owl.

there were also elephants, bison and others bird species. Animals were allowed to live freely in the wild and where his their life made in such as habitat Safari Parks are very broad area and view of very beautiful. It was also include the artificial river that flowed through the streets we passed. After being walking around to continue the journey.

Even though we were tired but still happy, because we can see a kind or animals. The visiting Safari Park was an unforgettable thing.



From the students' writing above, it can be seen that they still have difficulties in generating ideas. Their errors in grammar still happen. This conclusion is also supported by the similar conclusion based on the result of interview between the researcher and the students

as presented below. This conclusion can therefore be said to have outcome validity.

P	: <i>Okay Dhian setelah kamu latihan menulis recount text menggunakan journal bergambar bertema kan tentang liburan kalian bagaimana pendapatmu?</i> (Well Dhian, after practicing to write a recount text by using journal writing, what is your opinion?)
S	: <i>Menarik mas tapi ya gitu deh</i> (That was interesting Sir)
P	: <i>Okay, kesulitanmu dimana?</i> (What is your difficulty?)
S	: <i>Terutama dalam menggunakan past tense mas dan kita sangat kesulitan dalam membedakan irregular verb dan regular verb.</i> (Especially, the difficulty in tenses and we are having difficulty in how to differ between irregular and regular verb)
P	: <i>Terus yang lainnya?</i> (Is there anything else?)
S	: <i>Sama penyusunan kalimat agar menjadi kalimat yang benar mas</i> (I have difficulty in constructing a correct sentences)
S	: <i>Terus itu mas , kita masih belum jelas banget tentang yang orientation, events sama reorientation</i> (I also have difficulty about orientation, events and reorientation sir)
P	: <i>Oalah generic structure?</i> (Is about generic structure?)
S	: <i>Ya pokoknya itulah mas</i> (That's it sir)

(Interview Transcript 10)

P	: <i>Okay, terima kasih. Sekarang kamu alfian apa kesulitanmu dalam menulis teks recount dengan menggunakan jurnal bergambar kemarin?</i> (Well, Alfian what is your difficulty in writing a recount text by using journal writing?)
S	: <i>Ya hampir sama mas sama dhian masalah penggunaan verb 2 yang kita masih sangat lemah. Mungkin kosa kata kita masih sangat sedikit</i> (My problem is almost the same with Dhian sir, the problem is on using verb 2 and my vocabulary is low sir)
P	: <i>Okay, what else?</i>
S	: <i>Mungkin masih sulit dalam mencari ide ya mister</i> (Perhaps, I also have difficulty in generating ideas)

P	: <i>Jadi kalian masih sulit dalam berimajinasi?</i> (So, you have difficulty on having imagination?)
S	: <i>Iya betul sekali mister</i> (Yes sir)
P	: <i>Tapi tadi jurnal bergambar itu membantu tidak?</i> (Does the journal help you a lot?)
S	: <i>Iya sangat membantu mas. Kita bisa berimajinasi dengan melihat gambar walau masih sedikit.</i> (I think it help me a bit sir. We can generate ideas by seeing the picture even a bit)
P	: <i>Oke sudah lumayan itu. Terima kasih</i> (Well, thanks anyway)

(Interview Transcript 11)

In the last ten minutes, the researcher gave the students the summary and the feedback about the materials given on that day. He checked whether the students had understood or not yet. After closing the class activities, the researcher and the teacher discussed the actions and made a plan for the next action for the next meeting at the teacher's office.

c. Reflection

After conducting the actions in Cycle I, the research members (the researcher and the English teacher) conducted a discussion to make some reflections. It was to fulfill the democratic validity and the dialogic validity as mentioned in Chapter III. The discussion evaluated what happened in the first cycle. It was based on the observations during the actions and the interviews with the teacher and the students. The reflection then would be used as a plan of the actions that would be implemented in the second cycle.

There were some comments dealing with the implementation of journal writing in the first cycle. The comments came from both the

teacher and the students. The students in this case gave their positive feedback. One of the students said that journal writing using pictures helped him a lot. The situation can be seen on the interview below.

P	: <i>Ngomong-ngomong jurnal bergambar itu membantu tidak?</i> (Does the journal help you a lot?)
S	: <i>Iya sangat membantu mas. Kita bisa berimajinasi dengan melihat gambar walau masih sedikit.</i> (I think it help me a bit sir. We can generate ideas by seeing the picture even a bit)

(Interview Transcript 11)

From the interview above, the teacher and the researcher guessed that the use of picture in journal writing helped the students a bit in generating the ideas by looking at the picture.

This opinion was supported by the English teacher's argument in the transcript below.

P	: <i>Bagaimana bu tadi latihan anak-anak membuat teks recount dengan menggunakan jurnal bergambar?</i> (How was the students' exercise in writing recount text by using journal writing?)
T	: <i>Kalau lihat sekilas dari hasilnya sih ya lumayan ada peningkatan walaupun cuma sedikit. Tapi lumayan mas mereka mulai sadar dalam penggunaan verb 2 nya.</i> (I think there is an improvement even it was a little bit. The important thing is their awareness in using verb 2 had improved. Though, they still had difficulty in understanding the generic structure in a recount text.)

(Interview Transcript 12)

Moreover, she said that the students had understood and been able to use the tense and the organization of the recount text. They had a little improvement in using tense and organization.

P	: <i>Bagaimana tadi bu, terkait activity tentang mengganti verb sama jumble paragraph?</i>
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T	<p>(How were the activities of the students related to verb and jumbled paragraph ma'am?)</p> <p>: <i>Alhamdulillah mas, lumayan mereka ada perkembangan walaupun cuma sedikit, setidaknya mereka terbiasa kembali dengan grammar dan organization, terutama di tenses nya mas.</i></p> <p>(It was good. They had a bit improvement especially in the tense)</p> <p style="text-align: right;">(Interview Transcript 9)</p>
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Then, related to the constructing sentence activity, it helped the students a lot. The teacher also stated the enthusiasm of the students in teaching learning process was good, though many students in the back were so noisy.

P	<p>: <i>Bagaimana bu tadi tentang latihan membuat kalimat dalam bahasa inggrisnya sesuai saran ibu kemarin?</i></p> <p>(How was the students' exercise about constructing sentences, ma'am?)</p>
T	<p>: <i>Alhamdulillah mas anak menjadi antusias belajar bahasa Inggris, sebelumnya mereka membuat satu kalimat aja lama sekali lo mas, tapi waktu di ajarin mask ok jadi lumayan. Tapi ya masih aja ada yang rame terus.</i></p> <p>(I think the students' enthusiasm in learning English had improved. Before this activity, the students just are able to make one sentence, but now they were good enough in making sentences.)</p>
P	<p>: <i>Terima kasih bu, menurut ibu bagaimana tadi sudah sesuai untuk meningkatkan kemampuan grammar dan tense-nya?</i></p> <p>(Thanks ma'am, do the activities can improve the ability of the students related to the grammar and tense?)</p>
T	<p>: <i>Ya lumayan mas, kan sedikit demi sedikit, pertama kemarin ganti-ganti verb sama arrange jumble paragraph terus hari ini latihan membuat kalimat past tense itu sudah lumayan lo perkembangannya.</i></p> <p>(Not too bad, step by step, the improvement can be seen from the students because of the activity such as arranging jumbled paragraph and making a sentence.</p> <p style="text-align: right;">(Interview Transcript 9)</p>

Here, the example of the result the students' writing was taken randomly.


Name : Alrian Irfi Kurniawan 8
 Dian Wiloro Nugroho 10
 Dwiky Andriansyahs 12
 Elwidha Werdhi Kinasih 15
 Rifal tyas saputra 31

Cibaduyut

In the last study tour on 10th March 2013 we continued to Cibaduyut. Cibaduyut was a center shopping on Bandung city.

there we could buy shoes, bag and so got a time 1 hour to buy goods everything on there was a lot of doll, shirt and hat. we bought doll and so forth, every goods place can put on the market. With a price as reached we did not need much money to that goods because the price we reached after that we to bus to continued to Suka hati restaurant to a dinner. on Suka hati we eat soup and the drink. was a tea.

After we was to pray we continued the trip to SMP N 4 Sieman



From the result of the observation and the students' writing above, it can be concluded that their ability in generating ideas had improved. It can be seen from the increase of the number of sentences they wrote. The teacher also guessed that by making group work also helped them in generating their ideas. The teacher said that the group work could make them sharing their ideas and having a discussion with

the others. Moreover, the grammar of the students had improved. It can be seen from their errors in constructing sentences that was decreased.

The researcher not only interviewed the teacher to monitor the improvement of the students, the researcher also compared the mean and standard deviation of grammar score in cycle I with the pretest. The comparison can be seen below.

Table 6: Comparison between Mean and Standard Deviation of grammar score in pretest and grammar score in cycle 1

	Pretest	Cycle 1
Mean	1.07	1.43
Standard Deviation	0.44	0.43

As explained in the previous chapter, the result of the students' writing was scored by using a writing rubric on a scale of five points, with 5 as the highest score. One of the aspects scored is about grammar. The score was defined by the number of the students' mistake. Furthermore, as seen in the table above, it is found that the standard deviation of the students' grammar scores in pretest is 0.44, while in the Cycle I is 0.43. Meanwhile, from those standard deviations above, it can be concluded that the data in the Pretest are more heterogeneous as compared with those in Cycle I. It is because the standard deviation of the scores in Pretest is bigger than that of the scores in Cycle I.

Based on the table above, it can be concluded that the students' grammar in writing a recount text had improved, because the mean gained is 0.36. It was found from the comparison of the mean above.

The researcher also compared the mean of vocabulary score between the pretest and Cycle I. The comparison can be seen below.

Table 7: Comparison between Mean and Standard Deviation of vocabulary score in pretest and vocabulary score in cycle 1

	Pretest	Cycle 1
Mean	1.43	1.58
Standard Deviation	0.62	0.39

To get the students' score related to the aspect of vocabulary, the researcher and the teacher considered the number of students' mistake in their writings. Their scores were then calculated and the mean of the vocabulary score was found. The table above showed that the mean of vocabulary in Cycle I had improved 0.15 point as compared with that of in the pretest. It means that the students also gained their ability in using vocabulary. Furthermore, as seen in the table above, it is also found that the standard deviation (σ) of the students' vocabulary scores in pretest is 0.62, while that of their scores in Cycle I is 0.39. It means that the data in the pretest are more heterogeneous as compared to those in Cycle I. It is because the standard deviation of the scores in pretest is bigger than that of the scores in Cycle I.

Moreover, the researcher also compared the number of students who had scores at least the same or more than the ideal mean score in the pretest and Cycle I. As mentioned earlier, the result of the students'

writing was scored by using a writing rubric on a scale of five points, with 5 as the highest score. Therefore, it can be calculated that the ideal mean score is 3. The comparison of the number of students in general aspects of writing is given below.

Table 8: The Number of the Students Having Scores the Same or More than the Ideal Mean

	Content	Organization	Vocabulary	Grammar	Mechanic
Pretest	8	1	1	0	0
Cycle 1	3	3	3	0	0

As can be seen from the table above, the researcher found that there were a decrease in the number of students having scores the same or more than the ideal mean in the aspect of content but there were improvement in the aspects of organization and vocabulary. Then, in the aspects of grammar and mechanic still there were no improvement.

2. Report of Cycle II

a. Planning

In this case, the second cycle was intended to solve the students' problems in Cycle I. In Cycle II the students needed more practice about generating ideas using grammatical feature, and organization. The action in this cycle was just emphasizing the students' awareness in writing a recount text. So, the students will be familiar with writing a recount text.

b. Action and Observation

The researcher administered this cycle in three meetings. The consideration taken by the researcher was based on the suggestion of the teacher. Another consideration was that because the students needed more exercise related to the problems in Cycle I. In this cycle, the collaborator and the teacher acted as the observers and the researcher became the action taker. Here, the description of the action is provided below.

a. First Meeting

The first meeting was conducted on Saturday, May 18th, 2013. The text type was still the recount text. The researcher gave activity about correcting the tense to the students. This activity was considered because some of the students still did not understand about the tense used in writing recount text. In this activity, the students were given a recount text about holiday. The text had some mistakes, especially in the use of grammar. The students needed to correct the mistakes based on the correct grammar the English teacher explained previously. In this case, the students were arranged in a group of five. The purpose of making groups was the students could have a discussion with their friends and more interaction in the class. Furthermore, each member could have shared their knowledge about the use of lexico-grammar features.

After the students were ready to get the lesson, the researcher started to pass the students the worksheets. The students started to do the task. The class was very noisy on that day. The following field notes describe the situation.

The students started to do their task while the researcher warned the students who are less-enthusiastic. Some of them just walked around the classroom disturbing their friends.

(Field Notes 5 Saturday, May 18th, 2013)

While the students did their task, the researcher kept reminding the students about the tense used in recount text. After the students had done their task, he asked the students to discuss it together. The following field notes describe the situation.

The researcher asked the students to stop doing their task and began to discuss it together. “Okay, let’s check your answer students”. The researcher began to discuss with the students about tense used in recount text.

(Field Notes 5 Saturday, May 18th, 2013)

Then, the researcher guessed that there was any improvement of the students about tense used in recount text. The students are more understood than the previous meetings. Therefore the researcher could move to the next activity. The researcher, then, explained the next activity. He gave the students a recount text about holiday. The title of the text was “*Holiday in the Jakarta City*”. The researcher asked the students to rearrange the paragraph into a good order. Before the students arranged the text, they had to find some strange words. They were allowed to open their dictionary. Finding strange word was used for the students to enrich their vocabulary. After be done with it, the

students started to rearrange the paragraph. This activity was divided into 7 groups.

After the students finished doing their task, the researcher led the students to discuss their answers together. They suddenly raised their hand as a signal that they wanted to show their answer. Most of the students did well in this task.

In the last ten minutes, the researcher gave the students the summary and the feedback about the materials given on that day. He checked whether the students had understood or not yet.

After the implementation was done, some students admitted that after doing the activity, they could understand the use of the grammar better. It can be reflected from the interview transcript below.

P	: <i>Okay setelah tadi saya kasih latihan lagi tentang verb dan organization sekarang masih kesulitan nulis tidak?</i> (Well, did you still have any difficulties after I gave you verb and organization tasks?)
S	: <i>Ya mulai sedikit sedikit bisa nulis mister. Tapi ya kadang masih-masih lupa tapi ga kayak dulu lagi</i> (For now, I have a bit improvement in writing sir, but sometimes I forgot about it)
P	: <i>Jadi sudah bisa membedakan mana irregular verb sama regular verb kan? Terus verb past tense sudah bisa kan?</i> (So, you've already able to distinguish both irregular and regular verb?)
S	: <i>Sudah lumayan ada perkembangan Mister yang mana irregular sama regular verb, tapi kadang masih lupa-lupa kalau kata ini itu termasuk yang mana</i> (I have positive improvement Sir about irregular and regular verb, sometimes I forgot but it just a bit)
P	: <i>Oalah gitu, jadi mending sering-sering latihan lagi ya.... jadi nantinya kamu akan terbiasa. Terus tentang generic structure di teks recount sudah paham kan?</i> (Oh I see, my suggestion is that you need more practice in writing. Have you understood about generic structure?)

S	: <i>Sudah mas, gara-gara latihan tadi jadi paham.</i> (Yes Sir, the practice helped me to understand)
P	: <i>Ya sudah terima kasih</i> (Thank you anyway)
(Interview Transcript 13)	
P	: <i>Okay setelah tadi saya kasih latihan lagi tentang verb dan generic structure sekarang masih kesulitan nulis tidak?</i> (Well, after generic structure and verb activities did you still have any difficulties in writing?)
S	: <i>Sekarang jadi lumayan paham mas setelah di ulang lagi.</i> (Now I understood after you repeated it)
P	: <i>Tapi tadi senang kan?</i> (Are you happy about it?)
S	: <i>Ya harus senang mas, sekarang harus membiasakan diri belajar bahasa Inggris terus, tapi lama-kelamaan menyenangkan kok.</i> (Yes I should, now, I have to adapt to learn English, Sir. Overall it was fun anyway)
(Interview Transcript 14)	

Meanwhile, the teacher also said that the implementation in the Meeting 2 generally had improved the students' ability in constructing a text, as can be seen from the result of interview below:

P	: <i>Bagaimana tadi bu tentang latihan tentang verb dan organization yang saya ulangi lagi atas saran ibu kemarin?</i> (How about the verb and organization activities which I repeated based on your suggestion ma'am?)
T	: <i>Nah tadi sudah bagus mas, anak-anak jadi tambah paham kan. Sebetulnya kalau di ulang-ulang terus lama-lama kan paham mas.</i> (In my opinion it was good. The students understood better about it)
(Interview Transcript 15)	

b. Second Meeting

The ‘Continuing the Text’ activity was done in the fifth meeting, on Thursday, May 23rd, 2013. This activity was intended to let the students explore the topic given and also to improve their flow of writing. Moreover, this activity could also make the students more confident in writing since the grammar was not the priority in this task. After opening the class and reviewing the materials about recount that had been given in the previous meeting, the teacher gave the students with a task to continue a text which was not finished yet. The text was actually about a trip to “*Bromo*”. The text contained a picture to help the students to generate their ideas.

The first paragraph, which was about the orientation, had been done for them. Therefore, they needed to make the sequence of events and also the re-orientation. They also needed to use dictionaries in order to find the words. In this case, the English teacher actively guided the students in the process of writing. The researcher walked around to supervise the students. The following box contains notes taken on that day that reflected the teaching and learning process.

<p>The researcher walked around to check the students work and the collaborator helped also. The students kept asking about the meaning of a certain words.</p>

(Field Notes 6 Thursday, May 23rd, 2013)

However, most of the students were enthusiastic in writing, as can be seen from their interaction in the class. The following box

contains notes taken on that day that reflected the teaching and learning process.

Some of them looked enthusiastic doing the task, the students said “walaupun susah tapi seru juga mister”.

(Field Notes 6 Thursday, May 23rd, 2013)

After the students finished doing their task, the researcher asked the students to collect their work. In the last ten minutes, the researcher gave the students the summary and the feedback about the materials given on that day. He checked whether the students had understood or not yet.

From the implementation of “Continuing the Text” activity, it can be concluded that the students’ ability in generating ideas has been improved well. Their vocabulary was also improved that can be shown from the number of sentences they wrote. They looked not really confused on what to write. The process of teaching-learning in this activity was done well since the students were given freedom in writing.

After the implementation was done, some students admitted that after doing the activity, they had more confident in writing a recount text. It was because the picture also helped them to find ideas. The situation can be reflected from the interview transcript below.

P	: <i>Bagaimana task melanjutkan teks tadi?</i> (What is your opinion about completing activity?)
S	: <i>Seru mas, tapi ya susah juga,,,</i> (Exciting, but a bit difficult sir)
P	: <i>Oiya, menurut kamu, gambar tadi itu membantu ga buat nyari ide kamu menulis?</i> (Well, what is your opinion about the picture? Did it help you?)

- S : *Membantu kok mas...*
(It helped me a lot sir)
- P : *Lalu, masih susah ga buat nyari ide kalau nulis sekarang?*
(Do you still have any difficulty in generating ideas?)
- S : *Ya kadang masih mas...*
(Sometimes sir)
- P : *Kalau penggunaan past tense udah ngerti kan?*
(For now have you understood about the use of past tense?)
- S : *Ya agak bisa mas... Asal ada kamusnya.*
(I understood sir)
- P : *Kalo menulis dengan gambar seperti tadi itu enak nggak?*
(Did you like it?)
- S : *Iya mas...*
(Yes sir)

(Interview Transcript 17)

- P : *Bagaimana task melanjutkan teks tadi?*
(What is your opinion about continuing activity?)
- S : *Bikin pusing mas, tapi bisa kok,,*
(So confusing sir but im excited)
- P : *Oke, yang pertama, kamu suka nggak dengan penggunaan gambar dalam kegiatan ini?*
(Well, did you like the use of picture in this activity?)
- S : *Suka, mas.*
(I like it Sir)
- P : *Kalau menurut kamu adanya gambar itu membantu kamu cari ide gak saat menulis?*
(Does the picture help you in generating ideas?)
- S : *Iya mas, membantu.*
(Yes sir, it helped me a lot)
- P : *Berarti nggak ada masalah dong untuk cari ide? Masih bingung nggak mau nulis apa?*
(So, do you have any problem in generating ideas?)
- S : *Kadang masih mas sedikit...*
(Sometimes Sir)
- P : *Untuk penggunaan past tense yang harus makai verb kata kerja bentuk kedua itu sudah ngerti?*
(Have you understood about the use of past tense in this activity?)
- S : *Lumayan ngerti, mas... Tapi masih suka bingung dengan arti katanya.*
(A bit understood Sir,, yet sometimes I am still confused about the meaning of its word)
- P : *Selanjutnya.... Gimana pendapat kamu soal menulis teks recount*

	<i>tadi, dengan gambar?</i> (Then, how is your opinion about the acitivity?)
S	: <i>Aku suka kok mas, soalnya kan tadi orientation sudah ada jadi tinggal nambahi selanjutnya</i> (I like it sir, it is because you have already written the orientation)
P	: <i>Oke, itu saja... Makasih ya...</i> (Thank you anyway)
(Interview Transcript 16)	

Meanwhile, the teacher also said that the implementation in the meeting 2 generally had improved the students' ability in generating ideas and improving their vocabulary mastery, as can be seen from the result of interview below:

P	: <i>Bagaimana tadi, Bu, terkait dengan proses generating ideasnya?</i> (How about the process of generating ideas of the students?)
T	: <i>Alhamdulillah, mas. Sudah cukup baik. Kalau ga di kejar-kejar ya susah.</i> (I think it was good)
P	: <i>Menurut ibu siswa terbantu tidak dengan jurnal bergambar tadi di latihan continuing activity?</i> (Do the students are helped toward the use of journal writing in the continuing activity?)
T	: <i>Iya, mas lumayan terbantu. Biasanya mereka agak kesusahan mencari ide, tapi dengan gambar, mereka bisa eksplor, meskipun pada awalnya mereka agak bingung karena ya itu tidak ada ide. Tapi ya itu, mas, masi harus dibantu kamus.</i> (I think the students are a bit helped. They used to have difficulty in generating ideas, but now using picture, they can explore their ideas)
P	: <i>Oh, ya Bu... Apa kira2 yang perlu ditambahkan dari implementasi tadi?</i> (What is your suggestion about the implementation?)
T	: <i>Menurut saya sudah cukup mas. Mungkin diperjelas saja gambarnya.</i> (I think it's enough, maybe you need to clarify about the picture)
P	: <i>Jadi aktivitasnya tadi sudah bisa dikatakan berhasil ya, Bu, untuk membantu siswa generate ideas.</i> (So, we can say that the activity is successfully ma'am related to generating ideas?)

T : *Ya, Alhamdulillah sudah, mas. Siswa juga lumayan tertarik dan senang itu karena ada gambarnya... Jadi ya seperti itu, mas... Tetap harus ada sesuatu untuk memancing mereka menulis...*

(Yes of course. The students became interested)

(Interview Transcript 18)

c. Third Meeting

The 'Editing the Text' activity was done in the sixth meeting, on Friday, May 24th, 2013. In this meeting, the researcher as usual came to the classroom. He greeted the students cheerfully. He then checked the student's attendance list. After the students were ready to start the class, the researcher started to distribute the materials to them. Then he asked the students to pay attention to the worksheets. The researcher also asked the students to do in work group.

In this meeting the students enjoyed the activity, as can be seen from their interaction in the class. The following box contains notes taken on that day that reflected the teaching and learning process.

The students looked so enthusiastic because this is the last meeting and they were going to give the best results. All of the students looked seriously in doing the task.

(Field Notes 8 Thursday, May 30th, 2013)

After the implementation was done, some students admitted that after doing the activity, their understanding in writing a recount text improved. The editing activity made them realized their mistakes in their writing before. By knowing their mistakes, the students can learn from their mistakes. The situation can be reflected from the interview transcript below.

P	: <i>Gimana tadi latihan nya tentang editing text tadi?</i> (How about the editing activity I gave?)
S	: <i>Seru mas soalnya kan tinggal membenarkan tulisan kita dulu.</i> (I am excited sir)
P	: <i>Jadi udah tambah peka kan sama tense nya?</i> (So don't you already know about tense?)
S	: <i>Udah lumayan mas soale di latih terus ya jadi terbiasa</i> (Yes I do)
P	: <i>Kalauurut_urutan di recount sudah paham kan?</i> (Have you understood about the generic structure in recount text?)
S	: <i>Sudah mas kalau itu</i> (Yes Sir)
P	: <i>Oke dari saya itu dulu terima kasih</i> (Thank you anyway)
(Interview Transcript 19)	
P	: <i>Gimana tadi latihannya?</i> (How about the exercise I gave to you?)
S	: <i>Seneng sekali mas edit-edit gitu, soale ibu guru jarang ngasih tugas kayak gitu.</i> (I am happy Sir, it was because we just edited our writing. I like it because the teacher rarely gives the task)
P	: <i>Organisation di teks recount udah paham kan?</i> (Have you understood about the generic structure in a recount text?)
S	: <i>Kalau itu dari saya ya udah lumayan mas, soale di latih terus.</i> (I have tremendous improvement sir. It is because I keep trying and trying)
P	: <i>Kalau tense nya sudah paham kan kalau recount pakai verb 2?</i> (So don't you already know about tense in recount text?)
S	: <i>Paham mas, kan saya nyatet.</i> (Yes I do sir)
(Interview Transcript 20)	

Meanwhile, the teacher also said that the implementation in Meeting 3 generally had improved the students' ability in grammatical features and organization. The teacher also said that the students were ready to do a posttest to measure how good their writing was. This reflection can be seen from the result of interview below:

P	: <i>Bagaimana, Bu... Implementasinya tadi apakah sudah berjalan cukup baik menurut Ibu?</i> (How about the implementation on the last activity ma'am?)
T	: <i>Kalau dari hasilnya sudah baik, ya mas. Cuma kesalahan-kesalahan biasa. Mungkin juga karena sudah diterangkan ya...</i> (As can I see from the result it is good. I see a common mistake but it is okay)
P	: <i>Menurut Ibu apakah editing text tadi juga sudah sesuai untuk meningkatkan kemampuan menulis recount mereka?</i> (Does the editing text activity help the students to improve their writing recount text ability ma'am?)
T	: <i>Sudah kok mas, progressnya lumayan dari pada dulu.</i> (I see a good progress)
P	: <i>Jadi, menurut Ibu, apakah siswa sudah bisa menggunakan tense-nya?</i> (So, do the students can use the tense properly?)
T	: <i>Ya, kalau dari yang tadi saya lihat sebagian besar saya lihat sudah ngerti mereka.</i> (As can I see they already understood)
P	: <i>Mungkin juga karena berkelompok itu, ya Bu?</i> (Perhaps the work group help them a lot)
T	: <i>Ya itu juga mas. Soal e hampir nggak mungkin dua jam itu kalo dikerjakan individu. Memang harusnya kelompok jadi bisa diskusi juga. Besok post test aja mas, menurut saya mereka sudah siap</i> (I agree about it. It is impossible for them to do it alone)
(Interview Transcript 21)	

d. Reflection

After conducting the actions in Cycle II, the teacher and the researcher conducted a discussion to make some reflections. In the discussion, they evaluated what happened in the second cycle. It was based on the observations during the actions and the interviews with the teacher and the students. Everyone was free to express their opinions, feelings and suggestions related to the implemented actions.

In the interview conducted with the teacher, the teacher said the use of tense and their organization of writing recount text had improved. The interview transcript below reflected the condition.

P	: <i>Bagaimana tadi bu tentang latihan tentang verb dan organization yang saya ulangi lagi atas saran ibu kemarin?</i> (How about the verb and organization activities which I repeat based on your suggestion ma'am?)
T	: <i>Nah tadi sudah bagus mas, anak-anak jadi tambah paham kan. Sebetulnya kalau di ulang-ulang terus lama-lama kan paham mas.</i> (My opinion it was good. The students became more understood about it)
P	: <i>Jadi apakah tadi bisa di katakana sukses bu?</i> (So, can we say it is successful ma'am?)
T	: <i>Menurut saya sih sudah cukup sukses mas</i> (I think it's successful enough)

(Interview Transcript 15)

The English teacher said that the activities done in cycle 2 can be considered successful in solving the students' writing ability in the aspect of generating ideas. It was supported by the statement of the English teacher after the implementation. The English teacher also said that the use of pictures in the journal writing could help the students in writing. It can be seen from the interview transcript below.

P	: <i>Bagaimana tadi, Bu, terkait dengan proses generating ideasnya?</i> (How about the process of generating ideas of the students?)
T	: <i>Alhamdulillah, mas. Sudah cukup baik. Kalau ga di kejar-kejar ya susah.</i> (I think it was good)
P	: <i>Menurut ibu siswa terbantu tidak dengan jurnal bergambar tadi di latihan continuing activity?</i> (Were the students helped toward the use of journal writing in the continuing activity?)
T	: <i>Iya, mas lumayan terbantu. Biasanya mereka agak kesusahan mencari ide, tapi dengan gambar, mereka bisa eksplor,</i>

meskipun pada awalnya mereka agak bingung karena ya itu tidak ada ide.

(Yes they were. They used to have difficulty in generating ideas, but now using picture, they can explore their ideas)

(Interview Transcript 18)

Moreover, she also added that the use of pictures in journal writing can help the students generate ideas and also attract their attention.

P : *Jadi aktivitasnya tadi sudah bisa dikatakan berhasil ya, Bu, untuk membantu siswa generate ideas?*

(So, can we say that the activity is successful ma'am related to generating ideas?)

T : *Ya, Alhamdulillah sudah, mas. Siswa juga lumayan tertarik dan senang itu karena ada gambarnya... Jadi ya seperti itu, mas... Tetap harus ada sesuatu untuk memancing mereka menulis...*

(Yes of course. The students became interested)

(Interview Transcript 18)

Moreover, the English teacher also said that the editing text activity also helped the students to realize their mistakes in writing a recount text. It was because the editing text activity related to the tense and organization of the recount text. So, it can be concluded this activity covered the students' difficulties in learning writing a recount text. The interview transcript below reflected the condition.

P : *Menurut Ibu apakah editing text tadi juga sudah sesuai untuk meningkatkan kemampuan menulis recount mereka?*

(Does the editing text activity help the students to improve their writing recount text ability ma'am?)

T : *Sudah kok mas, progressnya lumayan dari pada dulu*

(I see a good progress)

(Interview Transcript 21)

Here, the example of the result the students' writing was taken randomly.

Name : Khalda Yuwana (20)
 Maurin Tama (23)
 Meysa fanida (25)
 Rema sydanesyia (30)
 Pipit fradima (29)

Holiday of Safari park

last monday 18 march 2013, we tripped to safari in bogor. until the safari park officer counted people the on safari park for trip to safari park.

When we were in the bus, we looked animals. On bus, we joked together and we saw some animals eating : Elephant, giraffe, zebra. We saw hipopotamus took bath in the pond, squirrel jumped on the tree and some people got on the elephant.



On the bus we also counted animals. We took a picture with animals. We continued the trip to president palace Cipanas.

From the result of the observation and the students' writing above, it can be concluded that their ability in generating ideas had improved. It can be seen from the increased number of sentences they wrote. Moreover, the students' grammar mastery had improved significantly than in Cycle I. It can be seen from their errors in constructing sentences were decreased. Then, after giving tasks in

Cycle II, the researcher gave posttest to the students. The test was used to know the improvement of the students' writing skills.

The researcher not only interviewed the teacher to monitor the improvement of the students, the researcher also compared the mean and standard deviation of organization scores in Cycle II with that in Cycle I and Pretest. The comparison can be seen below.

Table 9: Comparison among Mean and Standard Deviation of Organization score in cycle Pretest, Cycle I, and Cycle II

	Pretest	Cycle I	Cycle II
Mean	1.19	1.72	2.07
Standard Deviation	0.43	0.25	0.18

From the table above, it can be seen that the mean of organization in Cycle II had improved for 0.35 point, as compared to the mean of it in the previous cycle. It also had improved for 0.88 point as compared to the mean in the pretest. Moreover, it is also found that the standard deviation (σ) of the students' organization scores in Pretest is 0.43, while those of their scores in Cycle I and II are 0.25 and 0.18. Meanwhile, from those standard deviations, it can be concluded that the data of organization scores in Cycle II is the most homogeneous ones as compared to those of the scores in the previous cycles.

Meanwhile, the researcher also monitored the changes in the aspect of grammar in Cycle II. The comparison of the means of it can be seen in the table below.

Table 10: Comparison among Mean and Standard Deviation of Grammar score in cycle Pretest, Cycle I, and Cycle II

	Pretest	Cycle I	Cycle II
Mean	1.07	1.43	1.86
Standard Deviation	0.44	0.43	0.41

From the table above, it can be seen that the mean of grammar in Cycle II had improved for 0.43 point, as compared to the mean of it in the previous cycle. It also had improved for 0.79 point as compared to the mean in the pretest. Moreover, it is also found that the standard deviation (σ) of the students' grammar scores in Pretest is 0.44, while those of their scores in Cycle I and II are 0.43 and 0.41. Meanwhile, from those standard deviations, it can be concluded that the data of grammar scores in Cycle II are the most homogeneous ones as compared to those of the scores in the previous cycles.

Then, the researcher also monitored the changes in the aspect of vocabulary in Cycle II. The comparison of the means of it can be seen in the table below.

Table 11: Comparison among Mean and Standard Deviation of Vocabulary score in cycle Pretest, Cycle I, and Cycle II

	Pretest	Cycle I	Cycle II
Mean	1.43	1.58	1.86
Standard Deviation	0.62	0.39	0.41

From the table above, it can be seen that the mean of vocabulary in Cycle II had improved 0.28 point, as compared to the mean of it in the previous cycle. It also had improved 0.43 point as compared to the mean in the pretest. Moreover, it is also found that the standard deviation (σ) of the students' vocabulary scores in Pretest is 0.62, while those of their scores in Cycle I and II are 0.39 and 0.41. Meanwhile, from those standard deviations, it can be concluded that the data of vocabulary scores in Cycle I are the most homogeneous ones as compared to those of the scores in the previous cycles.

Moreover, the researcher also compared the number of students who had scores at least the same or more than the ideal mean score in pretest, Cycle I, and Cycle II. As mentioned earlier, the result of the students' writing was scored by using a writing rubric on a scale of five points, with 5 as the highest score. Therefore, it can be calculated that the ideal mean score is 3. The comparison of the number of students in general aspects of writing is given below.

Table 12: The Number of the Students Having Scores the Same or More than the Ideal Mean

	Content	Organization	Vocabulary	Grammar	Mechanic
Pretest	8	1	1	0	0
Cycle I	3	3	3	0	0
Cycle II	5	5	10	5	5

As can be seen from the table above, there was a significant improvement in the number of the students having scores the same or more than the ideal mean in all aspects of writing. Even though, there were still needed many improvement, because the number of the students who having score the same or more than the ideal mean were even less than a half number of the students.

C. General Findings and Discussion

This section consists of qualitative and quantitative data. The qualitative data deal with the general findings of the result in each cycle, while the quantitative data present the result of questionnaire toward students' behavior in writing and students' writing scores. The following descriptions are the findings on the use of the Journal Writing in improving students' writing skills. These are some findings found in teaching writing recount texts.

1. Cycle 1

a. The Successful Actions

- 1) The students were interested in the activity given by the researcher such as correcting tense and jumbled paragraph activity. They could did the task better.
- 2) The students were actively involved in a discussion. They could share and develop their idea when they composed writing.
- 3) Using media like journal writing was helpful to attract students' interest to the materials given. They were motivated to write. It was because the researcher also gave pictures to help them generate their

ideas. The students were actively involved in a discussion. They could share and develop their idea when they composed writing.

- 4) Pictures can stimulate the students' ideas in writing a recount text by using journal writing.

b. The Unsuccessful Actions

- 1) Some students did not take part in the discussion. They did not pay attention on the researcher's instruction.
- 2) Some students got difficulties in sentence structure.
- 3) The students got difficulty in grammar
- 4) Some students were not aware in punctuation, capitalization, and spelling.

2. Cycle 2

- a. The students' writing skills improved well. It was because the researcher gave continuing text activity containing picture. It means that by giving students pictures, it is easier for them to get the idea.
- b. The students took part in the writing process. They actively did the tasks in groups. In group they had some benefit such as; they could discuss some topics with their friends in order to develop their idea and shared their writing product to discuss with their friends.
- c. The students' writing skill improved well. The correction for their writing in Cycle I increased their awareness of their mistakes in writing.

The improvement of the students' writing skills using journal writing can be specifically described in the table below.

Table 13: The Improvement of the Students in Writing Skill

Aspects of Writing	Preliminary-condition	Cycle 1	Cycle 2
Content	The students could not state their ideas clearly and accurately. They only could produce limited sentences	Some students could state their ideas clearly and accurately. They only could produce limited sentences	Most students could state their ideas clearly and accurately. They only could produce limited sentences
Organization	The students could not identify parts (generic structure) of a recount text whether it was the orientation, events, or reorientation.	Some students were able to identify the generic structure of a recount text	Most students could identify and recognize each part of generic structure on a recount text
Vocabulary	Most students had difficulties in word choice so that the meaning was not unclear	Some students could use effective word choice but the rests still made some errors in word form mastery	Most students could use effective word choice but the rests still made some errors in word form mastery
Grammar	The students found it difficult to write a sentence in simple past tense and to make use the English grammar	Some students could produce sentences in past tense and wrote the sentences in a good structure	Most of students were able to produce sentences using the simple past tense and make the sentences in a good structure

Mechanic	The students hand writing did not meet the rule of punctuation. Most of them failed to put full stops, commas, and capital letter on their writing	Some students could reduce the amount of punctuation mistakes	Most students could use correct punctuation when they wrote sentences
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3. The Students' Writing Score

In this part, the researcher discusses the mean value as presented in Pretest, after Cycle 1, and after Cycle 2, and Posttest. He shows the general finding of students' scores in five aspects of writing, namely, content, organization, vocabulary, grammar, and mechanic, as follows:

Table 14: Students' Mean Value of Writing in the Pretest, Cycle 1, Cycle 2.

Score	Pretest	Cycle 1	Cycle 2	Posttest
Mean Score	1.28	1.54	1.94	2.11
SD	0.47	0.38	0.29	0.36

Based on the table above, it shows an increase of the mean of the five aspects of writing obtained by students from Pretest, Cycle I, Cycle II, and Posttest. The result of the analysis of students' score in the pretest shows that the mean was 1.28, in Cycle I the mean was 1.54, in Cycle 2 the mean was 1.94, and in the Posttest the mean was 2.11. The highest and the lowest score also increased from time to time.

After Cycle 2, the researcher also held a posttest to monitor three aspects in which the researcher was choose and the ideal mean of the score. The researcher also compared the mean and standard deviation of organization scores

in posttest with that in Cycle II, Cycle I and Pretest. The comparison can be seen below.

Table 15: Comparison among Mean and Standard Deviation of Organization score in pretest, Cycle I, Cycle II and Posttest

	Pretest	Cycle I	Cycle II	Posttest
Mean	1.19	1.72	2.07	2.1
Standard Deviation	0.43	0.25	0.18	0.23

From the table above, it can be seen that the mean of organization in the Posttest had improved 0.03 point, as compared to the mean of it in the previous cycle. It also had improved 0.92 point as compared to the mean in the pretest. Moreover, it is also found that the standard deviation (σ) of the students' organization scores in the Pretest is 0.43, while those of their scores in Cycle I and II are 0.25 and 0.18, and then in the posttest is 0.23. Meanwhile, from those standard deviations, it can be concluded that the data of organization scores in Cycle II are the most homogeneous ones as compared to those of the scores in the previous cycles.

Meanwhile, the researcher also monitored the changes in the aspect of grammar in Posttest. The comparison of the means of it can be seen in the table below.

Table 16: Comparison among Mean and Standard Deviation of Grammar score in pretest, Cycle I, Cycle II and Posttest

	Pretest	Cycle I	Cycle II	Posttest
Mean	1.07	1.43	1.86	2.02
Standard Deviation	0.44	0.43	0.41	0.40

From the table above, it can be seen that the mean of grammar in the Posttest had improved 0.16 point, as compared to the mean of it in the previous cycle. It also had improved 0.95 point as compared to the mean in the pretest. Moreover, it is also found that the standard deviation (σ) of the students' grammar scores in the Pretest is 0.44, while those of their scores in Cycle I and II are 0.43 and 0.41, and then in the posttest is 0.40. Meanwhile, from those standard deviations, it can be concluded that the data of grammar scores in the posttest are the most homogeneous ones as compared to those of the scores in the previous cycles.

Then, the researcher also monitored the changes in the aspect of vocabulary in Cycle II. The comparison of the means of it can be seen in the table below.

Table 17: Comparison among Mean and Standard Deviation of Vocabulary score in pretest, Cycle I, Cycle II and Posttest

	Pretest	Cycle I	Cycle II	Posttest
Mean	1.43	1.58	1.86	2.26
Standard Deviation	0.62	0.39	0.41	0.35

From the table above, it can be seen that the mean of vocabulary in the Posttest had improved 0.40 point, as compared to the mean of it in the previous cycle. It also had improved 0.83 point as compared to the mean in the pretest. Moreover, it is also found that the standard deviation (σ) of the students' vocabulary scores in the Pretest is 0.62, while those of their scores in Cycle I and II are 0.39 and 0.41, and then in posttest is 0.35. Meanwhile, from those standard

deviations, it can be concluded that the data of vocabulary scores in the posttest are the most homogeneous ones as compared to those of the scores in the previous cycles.

Moreover, the researcher also compared the number of students who had scores at least the same or more than the ideal mean score in pretest, Cycle I, Cycle II, and Posttest. As mentioned earlier, the result of the students' writing was scored by using a writing rubric on a scale of five points, with 5 as the highest score. Therefore, it can be calculated that the ideal mean score is 3. The comparison of the number of students in general aspects of writing is given below.

Table 18: The Number of the Students Having Scores the Same or More than the Ideal Mean

	Content	Organization	Vocabulary	Grammar	Mechanic
Pretest	8	1	1	0	0
Cycle I	3	3	3	0	0
Cycle II	5	5	10	5	5
Posttest	19	13	21	10	2

From the table above, it can be seen that there was a significant improvement in the number of students having score the same or more than the ideal mean of 3 in all aspects of writing. It can also be seen that in Posttest, most of the students had scores more than the ideal mean in all aspects, except in the aspect of Mechanic, because there was a decrease of the number of the students.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The aim of this study is to improve the students writing abilities in writing recount text by using journal writing. From the result of the findings of the discussions it can be concluded that journal writing is proved to be an effective way to guide the students to generate ideas and express their ideas into a written language. Since the study is action research, the action of implementing journal writing is applied into some cycles. The data in each cycles are obtained from the qualitative data and the quantitative data. The result of the qualitative data is explained as follows.

From Cycle 1, it was found that journal writing could improve the students writing abilities in a recount text. The students were guided to make simple sentences, to correct verbs. After that, the students were given some topics about holidays. Then, they worked in groups and shared their ideas about the topic. In expressing their ideas into journal writing, the students worked in groups. It expected that by working in groups, the students could be freely expressed their ideas to their groups and shared the ideas that they wanted to write in the journal writing. They made a kind of drafts and then they were asked to check their writing whether they used correct verbs and arranged their ideas in a good order. In Cycle I, students were

guided to be able to build and share their ideas into a text. However, they still felt difficult to express or to write their ideas in a good arrangement. Therefore, the researcher and the collaborator decided to continue the action in the next cycle. In Cycle II, the students were asked to find their mistakes in texts that they wrote in the previous cycle by looking at the journal. By comparing their writing with the previous work, they could see their mistakes and check their improvement. In this cycle, they still worked in groups in making journal writing. Before they continued expressing their ideas into journal writing, the researcher explained again the importance of using past verb in a recount text and how to arrange their ideas. In this cycle, the students understood more and were able to write a good recount text.

In terms of quantitative data, there was an improvement on the students' achievement. It could be seen from the result of the pretest and posttest. The mean of the students' scores improved from 1.28 to 2.11. These achievements prove that the implementation of journal writing was successful in improving the students' writing abilities in writing recount text.

B. Implications

According to the conclusions which are previously stated, some further considerations were made in order to improve the students writing ability. The implications of the action applied during the research are presented as follows.

1. From the general findings of this research study, it can therefore be implied that journal writing can be valuable for the teacher to apply in the classroom, in the effort of gaining the quality of the students' writing in general.
2. Furthermore, the activities of journal writing can further be the alternative ones which are interesting to do in the classroom. The process of journal writing therefore can also be done in different levels of education in order to improve the students' flow, enthusiasm, and autonomy in writing process.

C. Suggestions

1. To the Students

- a. The students should be more active to practice their writing skills and doing writing by using journal to improve their writing skills.
- b. The students should be more aware in grammar in writing texts.
- c. The students should be more aware in punctuation, capitalization, and spelling.

2. To Other Researchers

The result of this research is expected that it can encourage other researchers to conduct similar studies dealing with improving students writing ability in writing recount text by using journal writing.

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APPENDIX 1

FIELD NOTES

OBSERVATION VIGNETTE

DATE: Thursday, April 4th, 2013

TIME: 11.30

PLACE: The classroom of VIII A

ACTIVITY: Learning recount text

At 11.30, The English teacher entered the classroom together with the researcher. Then, the teacher asked the researcher to sit down at the back side of the class. "How are you students?" the teacher asked the students and the students answered "I'm fine Ma'am". "Come on students, one of you have to clean this board" before we started the lesson. After that, the teacher asked the students why the student named Pipit didn't came for 3 days in a row without permission. "We don't know Ma'am" the students answered the question. "Okay, today we are going to learn about recount text. Do you remember about this?" the students answered, "It's about telling past event ma'am", "Very good", she said. The teacher started the lesson by writing the social function of recount, the teacher asked "Okay the students what is the social function of recount text?" the students answered "To tell the writer's experience in the past ma'am". "So, whose experience?" the students answered "The writer Ma'am". The teacher told the students that a sad or happy experience was possible to write by the writer. "Okay, don't forget that recount text is telling the past experience of the writer" the teacher said. Then, the teacher asked the students to take outside their LKS.

"Before we go forward," the teacher asked the students "What is the tense used in recount text?" "Simple past tense Ma'am" they said. Moreover, the teacher gave some examples of sentence using simple past tense. The teacher began to explain about the generic structure of recount text "What generic structure do we have in recount text students?" "Orientation, events, and reorientation ma'am". "It's good, I think all of you still remember what we have learned in the end of semester 1". The teacher warned the students who were less-

enthusiastic. “What do we have in orientation?” said the teacher, “The character Ma’am, the place and the time” a student said while teacher warned the students not to make noise.

Then, the teacher planned to ask the students to write a short recount text but the students said “We don’t like writing Ma’am, it takes a long time for us”. Ok then, “Now open page 66!” “Okay, who wants to read the first paragraph” said the teacher, but the students just kept silent, it seemed that they were less-confident to read the text. The teacher pointed a student to read the text. The boy at the front had a turn to read but he looked difficult to read. After the students finished reading the text the teacher asked “How many paragraph students?” “4 paragraph Ma’am”. “Who’s I in this text?” the teacher said, “The writer ma’am”. Next, “Where the orientation takes place?” she said, “In the first paragraph Ma’am”. “We can get in the orientation such as where, when and what” said the teacher. “Then, in the second and third paragraph are events, the last paragraph is reorientation.”

After that, the teacher asked “Now read the second and third paragraph, how many events in there” “Ma’am without dictionary is difficult” they said. “Ok then, now 3 of you go to library and take some dictionary there” the teacher said. The teacher asked the students to write the events in front of the class. “Now, we move to resolution, what we can find in resolution?” the teacher said, “the conclusion Ma’am”. Then, the teacher asked the students to answer the questions below the text. Finally, the lesson is over, before the lesson is over “Is there any question?” she said “no Ma’am”. Ok, see you next meeting.

FIELD NOTES

1

DATE: Friday, May 9th, 2013

TIME: 09.30

PLACE: The classroom of VIII A

ACTIVITY: Pretest

As the bell rang at 09.30, the students entered the classroom together with the researcher and the teacher. The teacher sat down at the back of the class while warned the students to be quite. On that day, the researcher became a teacher of grade VIII A class. While preparing the pre test, the researcher said “Hello students, long time no see. How are you today?” The students answered “I’m fine Pak Ian “ “Good” .

The teacher were ready with his materials for pretest “Students today we are going to write something about recount text entitled “Malioboro”. ” The students said “ Ah, males nulis Pak ian”. The students needed to explore their ideas to make their writing better. Although the students felt bored about this activity, the teacher was still on the plan in giving the students pretest related the topic that they are going to do.

After that, the researcher gave the students sheets to write their work. “Well, now you have to write something about Malioboro on it” the researcher said. The students asked to the researcher “ Mr., kita butuh kamus ini” the researcher answered “ Okay, 3 of you take the dictionary from the library, quickly please”. After they got the dictionary, the students started to work writing a recount text. The researcher and the collaborator walked around while checking the students’ writing. Some students excited but some students were less-enthusiastic. “Okay students, use your knowledge about recount text, I think you have learned with your teacher before”.

The time showed 10.45, the researcher said “ You’ve got 10 minutes to finish your task, quickly please”. Then, one by one the students collected their task in front of the task. “Okay the time is up, come on students collect your work”. The researcher lastly closed the lesson with greeting.

FIELD NOTES

2

DATE: Saturday, May 10th, 2013

TIME: 09.30

PLACE: The classroom of VIII A

ACTIVITY: Practicing recount text

As the bell of the first break was over, the students entered the class to learn English Language. Yet, some students were still on the outside of the class ate their foods. The researcher together with the teacher warned the students to enter the class. The students was difficult to arrange, then teacher closed the door to force the students entered the class. After that, the researcher prepared everything to teach while the teacher sat down in the back of the class.

Then, the researcher gave the students work sheet related to grammar and organizing ideas which surely needed when the students wanted to learn about writing a recount text. “Students, have a look at the first exercise, you have to change the incorrect verb into a correct ones”. While the students did their task, the researcher recalled again their memory about regular and irregular verb. The researcher asked the students to pay attention on it. Most of the students seemed forgot about “*What is to be*”. Then, the researcher needed to explain about “to be” while warned the students who had less enthusiastic. “The boys on the corner listen to me, you don’t know about *to be* right? So listen” . After the explanation the students started to know about it but maybe in a short period. The researcher said “ I think in the next lesson I will talk to your teacher to give you copies of regular and irregular verb” .

After finishing with verb tasks the researcher discussed it together with the students. Then, the researcher gave another task about jumbled paragraph. “Well students know you have to make the paragraph into a correct order” the researcher

said. On this activity the students didn't have any difficulty. Then, the bell rang, the researcher needed to close the lesson. While the students prepared to go home, the researcher reminded the students to learn a lot about their weaknesses. The researcher lastly closed the lesson with greeting.

FIELD NOTES

3

DATE: Thursday, May 16th, 2013

TIME: 09.30

PLACE: The classroom of VIII A

ACTIVITY: exercise on recount text

At 9.30, The English teacher entered the classroom together with the researcher and the collaborator, who then sit down on the back side of the class. "Okay prepare yourself....." I had discussed with your teacher about your writing before" " I think you need to practice in making a sentence properly". The researcher asked the students " in bahasa Indonesia you know about SPOK right? Now how about in English? Anyone knows?. The students answered " subject, verb, and object mister". There are some students who still didn't about it. " Have you ever take a note while your teacher explain about this? I think your teacher already explain about this". The researcher gave some advice to the students to take a note while the teacher explaining the materials.

"Okay, due to your weaknesses is about constructing a sentences, today I want you to write sentences in the white board". The students answered " tidak bisa Pak Ian " " Just try first, and each group have to write their 2 sentences" " I give you five minutes to make those sentences" . The researcher and the collaborator walked around to check the students work. "Okay the time is up, the representative of the group go forward and write it down". The students were interesting to write their work of sentences. The students' sentence was quite good. While seeing the students' work the researcher said " I think you can do it

better, so now I want you to make sentences anymore but using verb 2 “. “ students I give you five minutes to do it, come on quick”.

When, the students asked to write using verb 2 the problem appear. The students didn't know much more about regular verb and irregular verb. The researcher discussed it together with the teacher and the collaborator. Then, the teacher said that actually the students have the notes about it, and then the teacher takes it from the office to give to the students. “Okay students know you already have notes about regular and irregular verb, now do the task quickly in five minutes”. “Now your group representative go forward like before to write it in the white board” . Then, the researcher discussed it together with the students. “ I think with the help of regular and irregular verb help you so much, so you need to bring it again tomorrow”.

FIELD NOTES

4

DATE: Friday, May 17th, 2013

TIME: 09.30

PLACE: The classroom of VIII A

ACTIVITY: practicing recount text

The clock showed at 9.30, the researcher and the collaborator just entered the class while the teacher followed behind. The collaborator and the teacher sat at the backside of the class whilst the researcher prepared the material. The researcher warned the students to be quite.

“Well students are you ready for today?” The students answered “ Okay sir”. The today's topic is writing recount text using journal writing. The teacher said “ Okay, firstly I would like to give you a theme about your holiday” “ I give you museum IPTEK, Cibaduyut, Taman Safari, TMII” “ Okay up to you want to choose which one.” The students said ” Aku ora mudeng kabeh pak Ian.” The

teacher answered “Students, don’t lose your faith without doing nothing, just try first” The students said, ” Siap Pak Ian” “ okay good” .

The students began to write the story about their holiday in Jakarta. Some of students together with their group did the task. The teacher asked 2 students to take the dictionary in the library. “ Okay two of you take the dictionary in the library” the researcher said. The researcher warned the students who did not do the task, the researcher said “ Sidiq what are you doing? Come on do the task”.

Thirty minutes later the students had done their draft, and then the students started to write on their journals. The researcher said, “Come on students you can do it.” The students said “ Siap Pak Ian “.While the students did their task, the researcher, the collaborator and the teacher had a discussion about the students’ difficulty in writing recount text.

When they did the task, some of students still asked the researcher about “What to be is “. The teacher said “Come on did you forgot about to be? I have explained before” The students answered “Lupa mister” “ I think you need to write down on your book”.

While the students did the task, the researcher always motivated them that actually they could do the task better. One of the group asked the researcher “ Mister generic structure recount itu apa? “. “Okay students listen to me, what is the generic structure of recount text?” The students answered “Orientation, events, reorientation. “Yes good, the teacher added ”don’t forget to use V2. “Now continue your work”. The researcher still warned the students to be quite because most of them talked loudly.

The researcher and the collaborator had a discussion at the back side of the class about students’ writing. “Students if you have any difficulty about the word, please open your dictionary. The students said “Okay, mister”.

After that, the students collected their journal in front of the class while the researcher shortly checked their writing. “Okay students, is it difficult or not?” the

students answered “ Sangat sangat sulit pak “. “ I can see your difficulty, majorly all of you have problems on grammar and organizing ideas” the researcher said.

At 11.00, the bell rang. The researcher needed to close the lesson. “Okay students see you on Saturday.

FIELD NOTES

5

DATE: Saturday, May 18th, 2013

TIME: 09.30

PLACE: The classroom of VIII A

ACTIVITY: practicing recount text

The class was started at 9.30. The researcher and the collaborator entered the class together with the teacher. Today, the researcher planned to give them more exercise related to recount text. After they were already in the class, the researcher prepared the materials. “Good morning students. How are you today?” the researcher said. “I’m fine sir, and you?” The researcher answered “I’m fine thank you”. After greeting the students the teacher started to ask the students what was the difficulty on writing recount text. The students answered “We have many difficult sir, especially in using verb”. The researcher asked” what else?” “ Banyak sir tapi ga tau apa” .

Then, the researcher asked the students to distribute the materials to the other students. “Okay, now you have a material about verb” “Is there anyone know what should you do?” The students answered “We have to change the verb into correct order sir” “ Okay good” . The students started to do their task while the researcher warned the students who are less-enthusiastic. Some of them just walked around the classroom disturbing their friends.

While the students did their task, the researcher warned the students to remember the tense should used in recount text. The class became quite when they

did their task. It looked that the students tried to do it better. “Have you finished students?” the researcher asked the students, the students answered “Not yet sir”. “Okay I’ll give you 10 minutes to finish it” the researcher said. The students named Alfian had already done with his task.

The researcher asked the students to stop doing their task and began to discuss it together. “Okay, let’s check your answer students”. The researcher began to discuss with the students about tense used in recount text. The students looked more understand rather than the previous meetings. Yet some students still forgot about verb 2 of certain words. The researcher said “ Okay, you have done a great job, I think you know have more understanding about the verb should use in recount text”. Then the researcher gave the students the next exercise about the jumbled paragraph of recount text. This task was considered due to the students had no more understanding about the organization of recount text. “Okay, now you have to rearrange the text into a correct order”. Then, the text was given to the students. The researcher warned the students to focus on what they did.

“Well, time is up, let’s discuss it together”. Some less enthusiastic students weren’t done with their task. The time showed 10.45 and the researcher need to close the lesson. The researcher lastly closed the lesson with greeting.

FIELD NOTES

6

DATE: Thursday, May 23rd, 2013

TIME: 09.30

PLACE: The classroom of VIII A

ACTIVITY: Continuing the text

The time showed at 9.30, the students were ready for the next lesson. The researcher and the collaborator entered the class earlier to arrange the students to sit down. Then, the teacher entered the classroom and both the collaborator and the teacher sat at the back side of the class. “Okay students. Today, we are going

to have an activity. You should read the order carefully”. The researcher gave the students the worksheet. “Students, this is an individual task, you have to do individually, you may discuss with your friend” the researcher said. After that, the researcher asked one of the students to take the dictionary from the library.

While the students did their tasks, the researcher reminded the students the verb used in recount text “ Okay don’t forget to use verb.....” the students answered “ Verb two sir “. “ Use your imagination by seeing the picture there students”. The students seemed having difficulties in generating ideas and vocabulary. The researcher walked around to check the students work and the collaborator helped also. The students kept asking about the meaning of a certain words. In the corner of the class, one of the students was disturbing their friends when his friend did the task. But, some of them looked enthusiastic doing the task, the students said “ Walaupun susah tapi seru juga mister”.

While the students did their tasks, the researcher and the collaborator had a discussion about the students’ difficulty in this activity. The researcher also warned the students to be quiet.

At 11.00, the bell rang. The researcher needed to close the lesson. “Okay students see you on Friday.

FIELD NOTES

7

DATE: Friday, May 24th, 2013

TIME: 09.30

PLACE: The classroom of VIII A

ACTIVITY: Editing recount text

The clock showed at 09.30, the students entered the classroom. The researcher and the collaborator entered the classroom together with the students. Then, the teacher followed after. The collaborator and the teacher sat on the back

side of the class while the researcher prepared the material. The researcher said “How are you students? They answered “I’m fine sir”. “The collaborator and I have had a discussion about your writing and we saw your awareness about the use of verb 2 in recount text is very low” the researcher said.

The plan of the day was editing students’ writing that had been written before this meeting, exactly last two meetings. “Okay students take out your writing on your journal. Today we are going to have something fun by editing your writing before” The students said “ Yaah nulis lagi”.

The students started working with noises. The teacher reminded the students “ Students do with your hand and brain not using your mouth” . When the students did the editing task some of students also attach the picture about their holiday. Some of students had started to work and some of students making a noisy.

The researcher and the collaborator had a discussion at the back side of the class about students’ writing. “Students if you have any difficulty about the word, please open your dictionary. The students said “Okay, mister”.

The researcher reminded the students to be careful on editing the verb in sustain. The researcher also reminded that recount is using verb two.

At 11.00, the bell rang. The researcher needed to close the lesson. “Okay students, see you on Thursday.”

FIELD NOTES

8

DATE: Thursday, May 30th, 2013

TIME: 09.30

PLACE: The classroom of VIII A

ACTIVITY: Post test

This was the last day of the researcher held a research at SMP 4 Sleman. The time showed at 9.30 and the students should enter the class. The researcher and the collaborator entered the class together with the teacher as well. Today, the researcher also said that today was the last of our meetings. The researcher asked the students to write a recount entitled “Gembira loka.” The researcher prepared the paper which is used for the post test. “This is an individual test, students, so do it better”.

The students started making noise then the researcher warned the students to be quite. The students looked so enthusiastic because this is the last meeting and they were going to give the best results. All of the students looked seriously in doing the task.

While the students working with their journal, the researcher asked one of the students to borrow some dictionaries from the library. After that, At 09.15, the researcher reminded them that they still had 15 minutes. Although the time was almost up, the students were still enthusiastic to work with their journal. Many of them asked the researcher about the things they did not know. When the time ended, the researcher asked the students to submit the dictionaries and their journal writing. Then, the researcher asked one of the students to lead the prayer. He then closed the class with greeting.

APPENDIX 2

INTERVIEW GUIDELINES

No.	Content	Sub-content	Theory	Question Items	
				For students	For teacher
1.	Teaching Writing	Types of classroom performance	Brown (2001:343)	Kesulitan apa yang kamu temukan dalam menulis ?	What are the difficulties of teaching writing to the students?
2.		The role of teacher	Harmer (2007:330)	Bagaimana pendapatmu tentang cara guru menyampaikan materi pelajaran?	How do you explain the materials to the students?
3.	Media	Journal writing	Luu Trong (2010)	Apakah guru pernah menggunakan media jurnal dalam mengajarkan menulis?	Do you ever use journal writing as a medium for teaching writing?
4.	Recount text	Structure of recount texts	Anderson(1997:53)	Apakah kamu mengetahui tentang recount text?	What are the difficulties in teaching writing recount text?

Content	Sub-content	Theory	Question Items	
			For students	For teacher
Teaching Writing	Types of classroom performance	Brown (2001:343)	Apakah kalian masih menemukan kesulitan-kesulitan dalam menulis?	Are the activities suitable for teaching writing to the students?
	The role of teacher	Harmer (2007:330)	Apakah proses belajar berjalan menyenangkan? Bagaimana pendapatmu tentang cara guru menyampaikan materi?	How is your opinion about my teaching?
Media	Journal writing	Luu Trong (2010)	Apakah penggunaan journal bergambar dapat membantu kalian dalam menulis?	Do you ever use journal writing as a medium for teaching writing?
Recount text	Structure of recount texts	Anderson(1997:53)	Apakah kamu mengerti tentang generic structure dan language features yang di gunakan dalam recount text?	Are the explanation of recount texts clear to the students?

APPENDIX 3

INTERVIEW

TRANSCRIPTS

INTERVIEW TRANSCRIPT 1

Kamis 4 April 2013

Ruang Kantor

P: Peneliti

T: Teacher

P: Jadi begini bu langsung ke pointnya aja. Saya berencana mengadakan penelitian tentang meningkatkan kemampuan menulis teks recount siswa menggunakan jurnal sebagai medianya.

T: Iya mas, rencana kedepan mau gimana itu?

P: Pertama, saya mau menanyakan apa kesulitan siswa dalam menulis ?

T: Ya yang paling besar kesulitan mereka di dalam **generating ideas** mereka dan pemilihan kata. Mereka sebenarnya tahu apa yang akan mereka tulis tapi tidak tahu bahasa Inggrisnya. **Grammar** nya masih acak-acakan mas. **Organization** nya juga dalam menulis masih acak-acakan.

P: Oh jadi mungkin kamus akan berperan besar disini ya bu?

T: Itu sangat penting sekali mas.

P: Bagaimana ibu mengajarkan menulis bahasa inggris kepada siswa ?

T: Saya biasa menggunakan LKS mas yang mereka punya, kadang juga pakai buku paket tapi jarang. Oh iya mas itu tadi gimana rencananya untuk penelitian?

P: Jadi begini bu, saya akan menggunakan jurnal menulis untuk meningkatkan kemampuan menulis recount siswa bu, jadi nanti saya memberikan sebuah jurnal dan di jurnal nanti ada gambarnya tersebut agar siswa lebih mudah untuk generating ideasnya.

T: Oh kebetulan mas mereka kemarin baru pulang dari Piknik ke Jakarta. Jadi mungkin mereka bisa menceritakan pengalaman mereka.

P: Iya bu itu bisa sangat membantu, mungkin nanti saya akan memberikan gambar seperti tempat wisata safari Darma Raya untuk membantu mereka.

T: Terus nanti mau individu atau kelompok mas? Kalau saran saya kelompok aja mas. Soalnya kemampuan mereka masih lemah sekali.

P: oh kalau begitu ke kelompok dulu aja bu, soalnya biar anaknya lebih mudah

dulu. Nanti saya akan membagi sesuai kelompok belajar mereka yang telah mereka buat dulu.

T: Oh iya mereka jadi lebih enak kalau belajar dengan teman dekat mereka sendiri.

P: Ya sudah bu mungkin itu saja dulu yang saya tanyakan. Untuk rencana penelitian nanti saya kabari lebih lanjut.

T: Oh iya mas. Sukses ya.

P: Terima kasih banyak bu

INTERVIEW TRANSCRIPT 2

Kamis 4 April 2013

Ruang Kelas

P: Peneliti

S: Siswa

P: Jadi begini dek, saya nanti akan melakukan penelitian tentang meningkatkan kemampuan menulis teks recount siswa menggunakan jurnal menulis.

S: Apa itu mas jurnal menulis?

P: Jadi itu semacam kamu menulis teks recount menggunakan diari tapi nanti saya memberikan gambar untuk membantu kalian memperoleh ide.

S: Oalah begitu to mas.

P: Oke saya tanya dari kamu dulu

S: Oke mas

P: Iya, jadi sekarang saya mau tanya kesulitan kamu dalam menulis dalam bahasa inggris itu apa?

S: Jadi kesulitan yang paling besar itu dalam mencari ide dan mengungkapkannya dalam bahasa inggris, jadi saya kadang tahu mau nulis apa tapi ga tahu bahasa inggrisnya.

P: Jadi masih butuh kamus banget ya?

S: Oh itu sudah menjadi barang wajib mas, kalau gak ada itu bisa cuma diam aja nanti mas.

P: Terus menurut kamu, bagaimana pendapatmu tentang cara guru kalian mengajar?

S: Jujur aja bosan mas, ngajar nya gitu-gitu aja. Guru kita keseringan pakai LKS.

P: Terus permasalahan lain? Tentang grammar atau hal-hal mendasar tentang teks recount seperti generic structure, verb yang digunakan ada masalah?

S: Kalau itu sudah paham mas, soalnya saya terus mencatat dari yang Bu Rusbaniyah berikan tapi grammar ya masih acak-acakan mas mungkin masih awam di bahasa inggris mas. Terus kalau nulis recount kita masih bingung organizationnya.

P: Apakah guru kalian pernah memakai jurnal bergambar dalam mengajar menulis?

S: Apa itu mas? Malah belum pernah dengar.

P: Itu nanti semacam kalian latihan nulis tapi menggunakan gambar untuk membantu kalian mencari ide.

S: Oh begitu, sepertinya seru itu mas.

P: Ya lihat aja besok. Kalau recount kalian tahu kan?

S: Tahu mas, yang kita suruh menceritakan pengalaman kita kan?

P: Iya itu benar. Oke kamu cukup.

INTERVIEW TRANSCRIPT 3

Kamis 4 April 2013

Ruang Kelas

P: Peneliti

S: Siswa

P: Oke sekarang gantian kamu ya, jadi apa kesulitan kamu dalam menulis?

S: Kalau kesulitan dalam menulis masih banyak mas, dari generating ideas aja udah susah, terus grammar saya masih lupa-lupa terus.

P: Terus pendapatmu tentang cara guru kamu mengajar?

S: Kalau menurut saya biasa-biasa aja mas, soalnya kerjaan nya cuma ngerjain soal terus.

P: Bagaimana kalau saya nanti mau mengajarkan cara menulis dengan baik menggunakan jurnal bergambar sebagai medianya?

S: Boleh dicoba itu mas, soalnya yang ada gambarnya pasti nanti menarik.

P: Tapi kalau recount tahu kan?

S: Kalau itu tahu mas, yang ada orientasi, event dan reorientasi itu kan?

P: Iya betul, jadi saran saya nanti kalau ibu Rusbaniyah ngasih ilmu tentang grammar kamu catat ya,,,,

S: Iya mas saya coba besok.

P: Oke, terima kasih ya buat waktunya.

S: Iya mas sama-sama.

INTERVIEW TRANSCRIPT 4

Sabtu, 10 Mei 2013

Ruang kelas VIII A

P: Peneliti

S: Siswa

P: halo boleh minta waktunya sebentar?

S: iya mas gimana?

P: Saya mau tanya tadi bagaimana latihan mengganti verb dan jumble paragrafnya?

S: Ya masih kesulitan aja mas. Soalnya jarang dapat latihan seperti itu. Mungkin perlu lebih banyak latihan itu biar bisa menulis dengan baik.

P: Jadi kamu masih bingung sama present sama past tense ya?

S: Iya mas.

P: Terus bagaimana tadi proses belajar mengajarnya?

S: Masih kaget sih mas dengan latihan-latihan itu, tapi lumayan menyenangkan.

INTERVIEW TRANSCRIPT 5

Sabtu, 10 Mei 2013

Ruang kelas VIII A

P: Peneliti

S: Siswa

P: kalau kamu tadi bagaimana latihannya?

S: Sedikit perkembangan mas. Jadi sedikit terbiasa dengan past tense dan organization pada teks recount.

P: Bagus itu, kamu perlu latihan lagi agar lebih familiar lagi.

S: Iya mas nanti di rumah saya latihan lagi.

P: Terus bagaimana tadi proses belajar mengajarnya?

S: Menyenangkan mas, soalnya dari dulu kan LKS terus.

P: Oh ya sudah, pertemuan selanjutnya akan saya ajari step berikutnya.

S: Iya mas terima kasih.

P: Sama-sama, belajar yang rajin.

INTERVIEW TRANSCRIPT 6

Sabtu, 10 Mei 2013

Ruang kelas VIII A

P: Peneliti

T: Teacher

P: Bagaimana tadi bu, terkait activity tentang mengganti verb sama jumble paragraph?

T: Alhamdulillah mas, lumayan mereka ada perkembangan walaupun cuma sedikit, setidaknya mereka terbiasa kembali dengan grammar dan organization, terutama di tenses nya mas.

P: oh, ya bu... apa kira-kira yang perlu ditambahkan dari latihan ini?

T: Tidak banyak mas, menurut saya latihan yang mengganti verb itu ditambahin lagi aja nanti agar anak menjadi terbiasa. Tapi menurut saya pertemuan besok

untuk latihan membuat kalimat saja mas. Soalnya mereka lemah sekali disitu

P: oh iya bu , tapi aktivitas tadi sudah bisa dikatakan berhasil ya, bu, untuk membantu siswa membiasakan diri dengan verb dan organization.

T: iya mas Alhamdulillah

P: Kayaknya itu dulu dari saya, terima kasih banyak ya bu,.

T : Iya mas sama-sama

INTERVIEW TRANSCRIPT 7

Kamis, 16 Mei 2013

Ruang kelas VIII A

P: Peneliti

S: Siswa

P: halo, boleh tanya-tanya? Namanya siapa?

S: Bagus mas

P: Oke tadi bagaimana latihan membuat kalimatnya? Kesulitan atau tidak?

S: Lumayan kesulitan tadi mas, tapi ya lumayan ada sedikit peningkatan

P: Struktur dasar dalam membuat kalimat jangan sampai lupa ya.

S: Yang S+V2+O itu mas?

P: Iya itu jangan sampai lupa

INTERVIEW TRANSCRIPT 8

Kamis, 16 Mei 2013

Ruang kelas VIII A

P: Peneliti

S: Siswa

P: halo, boleh tanya-tanya? Namanya siapa?

S: Handoyo mas

P: oke, tadi bagaimana latihan membuat kalimatnya? Kesulitanmu dimana?

S: Kesulitannya ya dalam merangkai kalimat itu sendiri mas. Kesulitan lainnya

masih lupa sama S+V2+O nya tapi saya sudah mencatat jadi nanti saya akan pelajari lagi mas.

P: Terus ada kesulitan lain?

S: Itu mas ga punya ide buat nulis apa.

P: jadi mulai nanti dipelajari lagi cara membuat kalimat dengan past tense

S: Iya mas terima kasih

INTERVIEW TRANSCRIPT 9

Kamis, 16 Mei 2013

Ruang kelas VIII A

P: Peneliti

T: Teacher

P: Bagaimana bu tadi tentang latihan membuat kalimat dalam bahasa inggrisnya sesuai saran ibu kemarin?

T: Alhamdulillah mas anak menjadi antusias belajar bahasa Inggris, sebelumnya mereka membuat satu kalimat aja lama sekali lo mas, tapi waktu di ajarin mask ok jadi lumayan. Tapi ya masih aja ada yang rame terus.

P: Terima kasih bu, menurut ibu bagaimana tadi sudah sesuai untuk meningkatkan kemampuan grammar dan tense-nya?

T: Ya lumayan mas, kan sedikit demi sedikit, pertama kemarin ganti-ganti verb sama arrange jumble paragraph terus hari ini latihan membuat kalimat past tense itu sudah lumayan lo perkembangannya.

P: Terus saran ibu untuk pertemuan selanjutnya apa bu?

T: mungkin besok anak-anak disuruh menulis menggunakan jurnal bergambar aja mas. Kita lihat dulu seberapa jauh kemampuan mereka setelah latihan-latihan kemarin.

P: Oh iya bu terima kasih sarannya, nanti saya siapkan untuk pertemuan besok.

T: Iya mas terima kasih.

INTERVIEW TRANSCRIPT 10

Jumat, 17 Mei 2013

Ruang kelas VIII A

P: Peneliti

S: Siswa

P: Okay dhian setelah kamu latihan menulis recount text menggunakan journal bergambar bertema kan tentang liburan kalian bagaimana pendapatmu?

S: Menarik mas tapi ya gitu deh

P: Maksudnya gitu deh itu gimana?

S: Ya sulit banget mas, butuh waktu lama untuk buat itu dan itu pun ga tau benar atau salah.

P: Okay, kesulitanmu dimana?

S: Terutama dalam menggunakan past tense mas dan kita sangat kesulitan dalam membedakan present sama yang past.

P: Terus yang lainnya?

S: Sama penyusunan kalimat agar menjadi kalimat yang benar mas

P: Ooo kalau yang di bahasa indonesia spok itu ya?

S: Iya mas

P: Jadi kalian masih bingung kalau dalam satu kalimat itu harus ada subject, verb, sama object?

S: Nah itu aja lupa –lupa terus

P: Loh kan itu udah latihan kemarin?

S: Ya masih lupa-lupa terus mas.

P: Okay masih ada yang lain?

S: Terus itu mas , kita masih belum jelas banget tentang yang orientation, events sama reorientation

P: Oalah generic structure?

S: Ya pokoknya itulah mas

INTERVIEW TRANSCRIPT 11

Jumat, 17 Mei 2013

Ruang kelas VIII A

P: Peneliti

S: Siswa

P: halo boleh minta waktu sebentar? Namanya siapa?

S: iya mas, saya Alfian

P: Okay, terima kasih. Sekarang kamu alfian apa kesulitanmu dalam menulis teks recount dengan menggunakan jurnal bergambar kemarin?

S: Ya hampir sama mas sama dhian masalah penggunaan verb 2 yang kita masih sangat lemah. Mungkin kosa kata kita masih sangat sedikit

P: jadi masih sering lupa kalau misal verb 2 nya go itu apa?

S: iya mister, mungkin itu perlu banyak mencatat biar ga kesulitan .

P: okay, what else?

S: mungkin masih sulit dalam mencari ide ya mister

P: jadi kalian masih sulit dalam berimajinasi?

S: iya betul sekali mister

P: Ngomong-ngomong jurnal bergambar itu membantu tidak?

S: iya sangat membantu mas. Kita bisa berimajinasi dengan melihat gambar walau masih sedikit.

P: Oke sudah lumayan itu. Terima kasih

INTERVIEW TRANSCRIPT 12

Jumat, 17 Mei 2013

Ruang kelas VIII A

P: Peneliti

T: Teacher

P: Bagaimana bu tadi latihan anak-anak membuat teks recount dengan menggunakan jurnal bergambar?

T: Kalau lihat sekilas dari hasilnya sih ya lumayan ada peningkatan walaupun cuma sedikit. Tapi lumayan mas mereka mulai sadar dalam penggunaan verb 2 nya. Tapi mereka kelihatannya masih bingung sama generic structurenya mas.

P: Iya sih bu, padahal kemarin sudah saya kasih latihannya. Terus saran ibu untuk pertemuan selanjutnya gimana bu? Terkait dengan generic structure tadi?

T: Gini aja mas, besok latihan tentang generic structure itu. Mas cari teks terus di acak lagi biar anak ngurutin. Terus lebih baik lagi latihan mengganti verb bisa diulangi lagi biar anak sampai paham benar.

P: Oh iya bu nanti saya persiapkan untuk pertemuan besok. Terima kasih.

T: Sama-sama mas.

INTERVIEW TRANSCRIPT 13

Sabtu, 18 Mei 2013

Ruang kelas VIII A

P: Peneliti

S: Siswa

P: Halo namanya siapa?

S: Joko mas

P: Okay setelah tadi saya kasih latihan lagi tentang verb dan organization sekarang masih kesulitan nulis tidak?

S: Ya mulai sedikit sedikit bisa nulis mister. Tapi ya kadang masih-masih lupa tapi ga kayak dulu lagi

P: jadi sudah bisa membedakan mana irregular verb sama regular verb kan? Terus verb past tense sudah bisa kan?

S: sudah lumayan ada perkembangan mister yang mana irregular sama regular verb, tapi kadang masih lupa-lupa kalau kata ini itu termasuk yang mana

P: Oalah gitu, jadi mending sering-sering latihan lagi ya.... jadi nantinya kamu akan terbiasa. Terus tentang generic structure di teks recount sudah paham kan?

S: Sudah mas, gara-gara latihan tadi jadi paham.

P: Ya sudah terima kasih

INTERVIEW TRANSCRIPT 14

Sabtu, 18 Mei 2013

Ruang kelas VIII A

P: Peneliti

S: Siswa

P: Halo namanya siapa?

S: Adelia mas

P: Okay setelah tadi saya kasih latihan lagi tentang verb dan generic structure sekarang masih kesulitan nulis tidak?

S: Sekarang jadi lumayan paham mas setelah di ulang lagi

P: Tapi tadi seneng kan?

S: Ya harus seneng mas, sekarang harus membiasakan diri belajar bahasa Inggris terus, tapi lama-lama menyenangkan kok

P: Bagus deh kalau seperti itu, tetap latihan terus ya.

S: Iya mas, ngomong-ngomong terima kasih

P: Iya sama-sama

INTERVIEW TRANSCRIPT 15

Sabtu, 18 Mei 2013

Ruang kelas VIII A

P: Peneliti

T: Teacher

P: Bagaimana tadi bu tentang latihan tentang verb dan organization yang saya ulangi lagi atas saran ibu kemarin?

T: Nah tadi sudah bagus mas, anak-anak jadi tambah paham kan. Sebetulnya kalau di ulang-ulang terus lama-lama kan paham mas

P: Jadi apakah tadi bisa di katakana sukses bu?

T: Menurut saya sih sudah cukup sukses mas mungkin pertemuan besok di mulai

latihan menulis lagi mas, mungkin besok latihannya pake journal bergambar terus mas provide orientation nya terus anak-anak disuruh melanjutkan atau itu loh mas “continuing activity”

P: Oh itu bu, ide bagus itu, nanti saya siapkan teksnya bu. Itu saja dari saya dulu terima kasih.

T: Iya mas sama-sama, see you next meeting

P: See you ma'am

INTERVIEW TRANSCRIPT 16

Kamis, 23 Mei 2013

Ruang kelas VIII A

P: Peneliti

S: Siswa

P: Halo, boleh tanya2 ya? Namanya siapa?

S: Annisa mas

P: Bagaimana task melanjutkan teks tadi?

S: Bikin pusing mas, tapi bisa kok,,

P: Oke, yang pertama, kamu suka nggak dengan penggunaan gambar dalam kegiatan ini?

S: Suka, mas.

P: Kalau menurut kamu adanya gambar itu membantu kamu cari ide gak saat menulis?

S: Iya mas, membantu.

P: Berarti nggak ada masalah dong untuk cari ide? Masih bingung nggak mau nulis apa?

S: Kadang masih mas sedikit...

P: Untuk penggunaan past tense yang harus makai verb kata kerja bentuk kedua itu sudah ngerti?

S: Lumayan ngerti, mas... Tapi masih suka bingung dengan arti katanya.

P: Selanjutnya... Gimana pendapat kamu soal menulis teks recount tadi, dengan

gambar?

S: Aku suka kok mas, soalnya kan tadi orientation sudah ada jadi tinggal nambahi selanjutnya

P: Oke, itu saja... Makasih ya...

INTERVIEW TRANSCRIPT 17

Kamis, 23 Mei 2013

Ruang kelas VIII A

P: Peneliti

S: Siswa

P: Halo, namanya siapa?

S: Maorin, mas...

P: siapa?

S: Maorin

P: Bagaimana task melanjutkan teks tadi?

S: Seru mas, tapi ya susah juga,,

P: Oiya, menurut kamu, gambar tadi itu membantu ga buat nyari ide kamu menulis?

S: Membantu kok mas...

P: Lalu, masih susah ga buat nyari ide kalau nulis sekarang?

S: Ya kadang masih mas...

P: Lha kok? Tadi kan sudah dibantu gambar...

S: Hmm... Itu kata-katanya mas, masih susah. Nggak ngerti.

P: Kalau penggunaan past tense udah ngerti kan?

S: Ya agak bisa mas... Asal ada kamusnya.

P: Kalo menulis dengan gambar seperti tadi itu enak nggak?

S: Iya mas...

P: Nah saran kamu biar lebih enak menulisnya, apa?

S: Wah itu dulu aja sudah lumayan kok mas,, seru.

P: Oke, makasih ya...

S: Iya, mas...

INTERVIEW TRANSCRIPT 18

Kamis, 23 Mei 2013

Ruang kelas VIII A

P: Peneliti

T: Teacher

P: Bagaimana tadi, Bu, terkait dengan proses generating ideasnya?

T: Alhamdulillah, mas. Sudah cukup baik. Kalau ga di kejar-kejar ya susah..

P: Menurut ibu siswa terbantu tidak dengan jurnal bergambar tadi di latihan continuing activity?

T: Iya, mas lumayan terbantu. Biasanya mereka agak kesusahan mencari ide, tapi dengan gambar, mereka bisa eksplor, meskipun pada awalnya mereka agak bingung karena ya itu tidak ada ide. Tapi ya itu, mas, masi harus dibantu kamus.

P: Oh, ya Bu... Apa kira2 yang perlu ditambahkan dari implementasi tadi?

T: Menurut saya sudah cukup mas. Mungkin diperjelas saja gambarnya.

P: Jadi aktivitasnya tadi sudah bisa dikatakan berhasil ya, Bu, untuk membantu siswa generate ideas.

T: Ya, Alhamdulillah sudah, mas. Siswa juga lumayan tertarik dan senang itu karena ada gambarnya... Jadi ya seperti itu, mas... Tetap harus ada sesuatu untuk memancing mereka menulis...

P: Terus untuk pertemuan besok apakah ada saran dari ibu?

T: Gini aja mas kan mas tinggal 2 pertemuan lagi jadi besok editing hasil tulisan anak-anak dulu saja. Kan nanti anak-anak latihan nulis lagi tapi meng edit tulisan yang dulu biar jadi lebih baik terus pertemuan terakhir post test mas.

P: Baik kalau begitu bun anti saya siapkan dulu. Hmm... Kayaknya itu dulu Bu, pertanyaan dari saya... Terima kasih banyak, ya Bu... See you on next meeting bu.

T: See you mas...

INTERVIEW TRANSCRIPT 19

Jumat, 24 Mei 2013

Ruang kelas VIII A

P: Peneliti

S: Siswa

P: Halo namanya siapa kalau boleh tanya?

S: Khalda sir

P: Gimana tadi latihan nya tentang editing text tadi?

S: Seru mas soalnya kan tinggal membenarkan tulisan kita dulu.

P: Jadi udah tambah peka kan sama tense nya?

S: Udah lumayan mas soale di latih terus ya jadi terbiasa

P: Kalauurut_urutan di recount sudah paham kan?

S: Sudah mas kalau itu

P: Oke dari saya itu dulu terima kasih

S: Sama-sama mas.

INTERVIEW TRANSCRIPT 20

Jumat, 24 Mei 2013

Ruang kelas VIII A

P: Peneliti

S: Siswa

P: Halo kamu boleh minta waktunya sebentar?

S: Iya mas boleh

P: Gimana tadi latihannya?

S: Seneng sekali mas edit-edit gitu, soale ibu guru jarang ngasih tugas kayak gitu.

P: Organisation di teks recount udah paham kan?

S: Kalau itu dari saya ya udah lumayan mas, soale di latih terus

P: Kalau tense nya sudah paham kan kalau recount pakai verb 2?

S: Paham mas, kan saya nyatet

P: Ya sudah itu aja dari saya, terima kasih ya

S: Iya mas sama-sama.

INTERVIEW TRANSCRIPT 21

Jumat, 24 Mei 2013

Ruang kelas VIII A

P: Peneliti

T: Teacher

P: Bagaimana, Bu... Implementasinya tadi apakah sudah berjalan cukup baik menurut Ibu?

T: Kalau dari hasilnya sudah baik, ya mas. Cuma kesalahan-kesalahan biasa. Mungkin juga karena sudah diterangkan ya...

P: Menurut Ibu apakah editing text tadi juga sudah sesuai untuk meningkatkan kemampuan menulis recount mereka?

T: Sudah kok mas, progressnya lumayan dari pada dulu

P: Jadi, menurut Ibu, apakah siswa sudah bisa menggunakan tense-nya?

T: Ya, kalau dari yang tadi saya lihat sebagian besar saya lihat sudah ngerti mereka.

P: Mungkin juga karena berkelompok itu, ya Bu?

T: Ya itu juga mas. Soalnya hampir nggak mungkin dua jam itu kalo dikerjakan individu. Memang harusnya kelompok jadi bisa diskusi juga. Besok post test aja mas, menurut saya mereka sudah siap

P: Hmm... Mungkin itu saja bu... Terima kasih banyak.

T: Ya, sama-sama, mas.

APPENDIX 4

COURSE GRID

COURSE GRID FOR TEACHING-LEARNING OF WRITING
for Grade VIII of SMP Negeri 4 Sleman in the Academic Year of 2012/2013

Cycle	Standard of Competence	Basic Competence	Text Type	Language Focus	Materials	Input Text	Activities	Indicators	Time Allocations
1	6. Expressing meanings through very simple functional written texts and short essays in the form of descriptive and recount texts to interact with the surroundings.	6.2 Expressing meanings and rhetorical steps in very simple short essays in written work accurately, fluently, and appropriately to interact with the surroundings in the form of recount texts.	Recount	<ul style="list-style-type: none"> Generic structure of a recount text Signal words 	<ul style="list-style-type: none"> Generic Structure: <ul style="list-style-type: none"> Purpose Materials Signal adverbs <ul style="list-style-type: none"> Yesterday Last week Last month Two days ago etc Simple past tense <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px 0;">S+V2</div> <ul style="list-style-type: none"> Recount text <p>Fishing at Seribu Island</p> <p>Last month, I left Jakarta for Seribu Island. I went there with some members of Jakarta fishing club, who organized the monthly fishing activity.....</p> <p>Soon, after our arrival at Seribu Island, we got a general briefing. The chief of the fishing club gave some information about the fishing code.....</p> <p>After fishing for nearly four hours, I only got five fish; three yellow fish, one salmon and one little Merlin. It was not bad at all.</p>	<ul style="list-style-type: none"> Written recount texts 	<p>Presentation:</p> <p>a. The researcher introduces a model of a recount text to the students.</p> <p>b. The students with the researcher's guidance identify the generic structure of the text.</p> <p>c. The students with the researcher's guidance identify the Language features of the text.</p> <p>Practice:</p> <p>a. The students do an exercise on correcting the verbs used in a recount text. It is expected that the students can understand the use of past tense in writing recount texts.</p> <p>b. The students arrange jumbled sentences to make a good</p>	<ol style="list-style-type: none"> identifying the characteristics of recount text using tense and generic structure properly in recount text arranging jumbled paragraph into a good recount text writing a short functional text in the form of a recount text 	6 x 40 minutes (3 meetings)

							<p>recount text. By doing this activity, it is expected that the students can write a recount text by paying attention to the generic structures of a recount text.</p> <p>c. The researcher discuss the activity together with the students.</p> <p>d. In the next meeting, the researcher give exercises about constructing sentences properly.</p> <p>e. The students discuss the activities together assisted by the researcher.</p> <p>Production:</p> <p>a. The researcher ask the students to make a group consist of 4 students</p> <p>b. The students should make a recount text with the topic of their holidays in groups.</p> <p>c. After they finish writing the text,</p>		
--	--	--	--	--	--	--	--	--	--

							they submit their work to the researcher.		
2	6. Expressing meanings through very simple functional written texts and short essays in the form of descriptive and recount texts to interact with the surroundings.	6.2 Expressing meanings and rhetorical steps in very simple short essays in written work accurately, fluently, and appropriately to interact with the surroundings in the form of recount texts.	Recount	<ul style="list-style-type: none"> • Generic structure of a recount text • Signal words 	<ul style="list-style-type: none"> • Generic Structure: <ul style="list-style-type: none"> - Purpose - Materials • Signal adverbs <ul style="list-style-type: none"> - Yesterday - Last week - Last month - Two days ago - etc • Simple past tense <div style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: center;">S+V2</div> <ul style="list-style-type: none"> • Recount text <p style="text-align: center;">Bali</p> <p>There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing.....</p> <p>On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people.....</p> <p>The second tour to Ubud was a very different tour. It was not</p>	<ul style="list-style-type: none"> • Written recount texts 	<p>Presentation:</p> <p>a. The researcher introduces a model of a recount text to the students.</p> <p>b. The students with the researcher's guidance identify the generic structure of the text.</p> <p>c. The students with the researcher's guidance identify the Language features of the text.</p> <p>Practice:</p> <p>a. The students are divided to work in groups of four.</p> <p>b. The researcher gives a recount text that contains incorrect use of verbs and asks the students to correct the verbs. It is expected that the students can apply their knowledge about the tense, especially the verbs used in recount genre.</p> <p>c. After correcting the verbs, the</p>	<ol style="list-style-type: none"> 1. identifying the characteristics of recount text 2. using tense and generic structure properly in recount text 3. arranging jumbled paragraph into a good recount text 4. writing a short functional text in the form of a recount text 	6 x 40 minutes (3 meetings)

				<p>to see the scenery but to see the art and the craft of the island....</p> <p>My friend ten-day-stay ended very quickly beside his two tour, all his day was spent on the beach</p>		<p>teacher distributes a recount text. The students are to arrange the jumbled sentences or paragraphs into a good order.</p> <p>d.The teacher gives an incomplete recount text. The students' task is to continue the incomplete recount text by creatively using their own ideas to complete the text</p> <p>e.The researcher and the students discuss the activities together.</p> <p>Production:</p> <p>a.The students work in groups.</p> <p>b. The students should make a recount text with the topic of their holidays in groups.</p> <p>c.After they finish writing the text, they submit their work to the researcher.</p>	
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APPENDIX 5

LESSON PLAN

LESSON PLAN I

School	: SMP N 4 Sleman
Subject	: English Language
Class/Semester	: VIII/2
Time	: 6x40 menit
Skill	: Writing
Text Type	: <i>Recount</i>
Theme	: <i>Holiday</i>

A. Standard of Competence :

6. Expressing meanings through very simple functional written texts and short essays in the form of descriptive and recount texts to interact with the surroundings.

B. Basic Competence :

6.2. Expressing meanings and rhetorical steps in very simple short essays in written work accurately, fluently, and appropriately to interact with the surroundings in the form of recount texts.

C. Indicator :

1. Identifying the characteristics of recount text
2. Using tense and generic structure properly in a recount text
3. Arranging jumbled paragraph into a good recount text
4. Writing a short functional text in the form of a recount text

D. Learning Objective :

In the end of the lesson, the students are expected to be able to write a recount text.

E. Learning Materials :

- a. Input text

Teks recount

Fishing at Seribu Island

Last month, I left Jakarta for Seribu Island. I went there with some members of Jakarta fishing club, who organized the monthly fishing activity. Getting there was not quite easy. It needed two hours by speed boat in a bit rough wave.

Soon, after our arrival at Seribu Island, we got a general briefing. The chief of the fishing club gave some information about the fishing code. It included



an explanation how to release out the hook from the fish mouth safely. Then , we began our fishing. We set out to sea early in the morning. Around 4 kilometers from the beach, we started to fish. Apparently, no one caught any big fish. We caught mostly small yellowtail fish.

After fishing for nearly four hours, I only got five fish; three yellow fish, one salmon and one little Merlin. It was not bad at all.

b. Generic structure of recount texts

A recount text is a piece of text that retells events aimed to give the audience a description of what occurred and when it occurred. The Generic structures of a recount text are:

- Orientation: Introducing the participants, place and time.
- Events: Describing series of event that happened in the past
- Reorientation: Stating personal comment of the writer to the story

c. Language Focus

Simple past tense is used to express something that happened in the past. The pattern is:

S+Verb 2

Usually, you use the following adverbs of time in simple past tense: yesterday, last week, last..., two days ago, ... ago.

Key Vocabularies: quite, boat, rough, arrival, chief, hook

F. Learning Methods: *Presentation, Practice, Production (PPP)*

G. Teaching Procedures:

a. Pre-teaching

1) Opening

- a. The researcher greets the students.
- b. The researcher checks the students readiness.
- c. The researcher asks one of the students to lead the prayer.
- d. The researcher checks the students attendance.

2) *Aperception*

The researcher asks the students whether they have ever made a kind of diary about their daily activity in the form of journal. He also asks the student what they have already known about recount texts and journal writing. Do they ever tell their experiences by writing?

b. Whilst Teaching

1) *Presentation:*

- a. The researcher introduces a model of a recount text to the students.
- b. The students with the researcher's guidance identify the generic structure of the text.
- c. The students with the researcher's guidance identify the Language features of the text.

2) *Practice:*

- a. The students do an exercise on correcting the verbs used in a recount text. It is expected that the students can understand the use of past tense in writing recount texts.
- b. The students arrange jumbled sentences to make a good recount text. By doing this activity, it is expected that the students can write a recount text by paying attention to the generic structures of a recount text.
- c. The researcher discuss the activity together with the students.
- d. In the next meeting, the researcher give exercises about constructing sentences properly.
- e. The students discuss the activities together assisted by the researcher.

3) *Production:*

- a. The researcher ask the students to make a group consist of 4 students
- b. The students should make a recount text with the topic of their holidays in groups.
- c. After they finish writing the text, they submit their work to the researcher.

c. Closing

- 1) Together with the students, the teacher summarizes the lesson.
- 2) The teacher motivates the students to keep learning and practicing their English in all aspects and skills.
- 3) The teacher says good bye.

H. Assessment

- Technique: *Written test*
- Rubric:

Nilai: $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

Aspect of Writing	Range	Score	Criterion
Content	5	Excellent	Main Ideas stated clearly and accurately, change opinion very clear
	4	Good	Main Ideas stated fairly clearly and accurately, change opinion relatively clear
	3	Average	Main Ideas somewhat unclear or inaccurate, change opinion statement some what weak
	2	Poor	Main Ideas not clear or accurate, change opinion statement weak
	1	Very Poor	Main Ideas not at all clear or accurate, change opinion statement very weak
Organization	5	Excellent	Well-organized and perfectly coherent
	4	Good	Fairly well-organized and generally coherent
	3	Average	Loosely organized but main ideas clear, logical but incomplete sequencing
	2	Poor	Ideas disconnected, lacks logical sequencing
	1	Very Poor	No organization, incoherent

Vocabularies	5	Excellent	Very effective choice of words and use of idioms and words forms
	4	Good	effective choice of words and use of idioms and words forms
	3	Average	Adequate choice of words but some misuse of vocabulary, idioms, and word forms
	2	Poor	Limited range, confused use of words, idioms, and word forms
	1	Very Poor	Very limited range, very poor knowledge of words, idioms, and word forms
Grammar	5	Excellent	No errors. Full control of complex structure
	4	Good	Almost no errors, good control of structure
	3	Average	Some errors, fail control of structure
	2	Poor	Many errors, poor control of structure
	1	Very Poor	Dominated by errors, no control of structure
Mechanics	5	Excellent	Mastery of spelling and punctuation
	4	Good	Few errors in spelling and punctuation
	3	Average	Fair number of spelling and punctuation errors
	2	Poor	Frequent errors in spelling and punctuation
	1	Very Poor	No control over spelling and punctuation

Adapted from Cohen (1994:328)

I. Learning Resources:

- Gambar.
- <http://www.education-english.com/2012/03/recount-text-fishing-at-seribu-island.html>

Approved by:
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APPENDIX

PRESENTATION

Perhatikan teks recount dalam bentuk jurnal bergambar ini. Bacalah teks ini, kemudian identifikasi bagian-bagian dari teks recount tersebut.

Last month, I left Jakarta for Seribu Island. I went there with some members of Jakarta fishing club, who organized the monthly fishing activity. Getting there was not quite easy. It needed two hours by speed boat in a bit rough wave. }

orientation

Soon, after our arrival at Seribu Island, we got a general briefing. The chief of the fishing club gave some information about the fishing code. It included an explanation how to release out the hook from the fish mouth safely. Then , we began our fishing. We set out to sea early in the morning. Around 4 kilometers from the beach, we started to fish. Apparently, no one caught any big fish. We caught mostly small yellowtail fish. }

Sequence
of events

After fishing for nearly four hours, I only got five fish; three yellow fish, one salmon and one little Merlin. It was not bad at all. }

reorientation

Simple past tense is used to express something that happened in the past.
The pattern is: **S+Verb 2**

Usually, you use the following adverbs of time in simple past tense: yesterday, last week, last..., two days ago, ... ago.

PRACTICE

1.

berikut sebuah teks recount yang verb-nya belum tepat. Buatlah teks ini menjadi teks yang benar dengan mengubah verb tersebut.

My Football Experience

When I (to be) in junior high school, I really (love) football. Every Saturday afternoon I (practice) in school field with my team and my coach. They (are) strong and smart players. My coach, Mr Sentana (to be) a kind person. But, while he (to be) coaching us, he (to be) very discipline. He would (ground) anyone who (come) late and (not obey) the team's rules.

With Mr Sentana, our team (win) many tournaments in many big cities. Our team (name) after our school, 67 Team (from SMP 67) and we (have) many fans too, you know. Ohh, that (to be) so cool. Now, I still love football and have a team too. But, my parents warn me to pay attention more to my study, football just for hobby.

2.

Perbaikilah teks dengan paragraph acak berikut ini agar menjadi urutan yang benar

a. My uncle and my aunt were very nice. We visited Batam Centre, Waterfront City and Nongsa Beach. The weather was hot all day long.

b. When we went to a place called Bareleng, Seno didn't want to go to the ex Vietnam camp, he wanted to go fishing on the Melur beach. So I went to the ex Vietnam camp on my own, but I didn't enjoy it.

c. Unfortunately, Seno and I disagreed on most things. He played loud music when I wanted to sleep. When his best friend came to stay, I had to sleep on the door.

d. I went to my uncle's house in Batam last month on the long holiday. I stayed with Uncle Antasena and Aunt Firda and their son which is my cousin Seno. They live in a small house in the centre of the city called Nagoya. I liked the house but I didn't like the area much because it was very noisy.

e. I can't say I would like to go back to my uncle house. It wasn't a very good holiday.

PRODUCTION

Buatlah teks recount menggunakan sebuah jurnal bergambar tentang liburan kalian, lalu tukarkan jurnal bergambar kelompok kalian pada kelompok lain, dan koreksilah jurnal bergambar kelompok lain tersebut. Berikan saran untuk jurnal mereka. Masih dalam grup yang sama, perbaikilah teks recount dalam bentuk jurnal bergambar kalian.

LESSON PLAN II

School	: SMP N 4 Sleman
Subject	: English Language
Class/Semester	: VIII/2
Time	: 6x40 menit
Skill	: Writing
Text Type	: <i>Recount</i>
Theme	: <i>Holiday</i>

A. Standard Competence :

6. Expressing meanings through very simple functional written texts and short essays in the form of descriptive and recount texts to interact with the surroundings.

B. Basic Competence :

- 6.2. Expressing meanings and rhetorical steps in very simple short essays in written work accurately, fluently, and appropriately to interact with the surroundings in the form of recount texts.

C. Indicator :

1. Identifying the characteristics of recount text
2. Using tense and generic structure properly in a recount text
3. Arranging jumbled paragraph into a good recount text
4. Writing a short functional text in the form of a recount text

D. Learning Objective :

In the end of the lesson, the students are expected to be able to write a recount text.

E. Learning Material :

- a. Input Text

Teks *recount*

BALI

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.



On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The street are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

My friend ten-day-stay ended very quickly beside his two tour, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

b. Generic structure of recount texts

A recount text is a piece of text that retells events aimed to give the audience a description of what occurred and when it occurred. The Generic structures of a recount text are:

- Orientation: Introducing the participants, place and time.
- Events: Describing series of event that happened in the past
- Reorientation: Stating personal comment of the writer to the story

c. Language Focus

Simple past tense is used to express something that happened in the past.

The pattern is:

S+Verb 2

Usually, you use the following adverbs of time in simple past tense: yesterday, last week, last..., two days ago, ... ago, the first, second.

Key Vocabularies:

F. Learning Methods: *Presentation, Practice, Production (PPP)*

G. Teaching Procedures:

a. Pre-Teaching

1) Opening

- a. The researcher greets the students.
- b. The researcher checks the students readiness.
- c. The researcher asks one of the students to lead the prayer.

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2) *Aperception*

The researcher asks the students whether they have ever made a kind of diary about their daily activity in the form of journal. He also asks the student what they have already known about recount texts and journal writing. Do they ever tell their experiences by writting?

b. Whilst Teaching

1) *Presentation:*

- a. The researcher introduces a model of a recount text to the students.
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2) *Practice:*

- a. The students are divided to work in groups of four.
- b. The researcher gives a recount text that conteains incorrect use of verbs and asks the students to correct the verbs. It is expected that the students can apply their knowledge about the tense, especially the verbs used in recount genre.
- c. After correcting the verbs, the teacher distributes a recount text. The students are to arrange the jumbled sentences or paragraphs into a good order.
- d. The teacher gives an incomplete recount text. The students' task is to continue the incomplete recount text by creatively using their own ideas to complete the text
- e. The researcher and the students discuss the activities together.

3) *Production:*

- a. The students work in groups.
- b. The students should make a recount text with the topic of their holidays in groups.
- c. After they finish writing the text, they submitt their work to the researcher.

c. Closing

- 1) Together with the students, the teacher summarizes the lesson.
- 2) The teacher motivates the students to keep learning and practicing their English in all aspects and skills.
- 3) The teacher says good bye.

H. Assessment

- Technique: *Written test*
- Rubric:

Nilai: $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

Aspect of Writing	Range	Score	Criterion
Content	5	Excellent	Main Ideas stated clearly and accurately, change opinion very clear
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	4	Good	Few errors in spelling and punctuation
	3	Average	Fair number of spelling and punctuation errors
	2	Poor	Frequent errors in spelling and punctuation
	1	Very Poor	No control over spelling ad punctuation

Adapted from Cohen (1994:328)

I. Learning Resources:

- Gambar.
- <http://karodalnet.blogspot.com/2011/07/contoh-recount-text-holiday.html>
- <http://ariefbudiyantoo.blogspot.com/2013/02/contoh-recount-text-pendek.html>
- <http://seopeyek.blogspot.com/2013/03/contoh-recount-text-pendek-fantastic.html>

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Teacher,

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APPENDIX

PRESENTATION

Perhatikan teks recount dalam bentuk jurnal bergambar ini. Bacalah teks ini, kemudian identifikasi bagian-bagian dari teks recount tersebut.

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

orientation

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The street are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for

Sequence
of events

silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

My friend ten-day-stay ended very quickly beside his two tour, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied. } reorientation

Simple past tense is used to express something that happened in the past. The pattern is: **S+Verb 2**

Usually, you use the following adverbs of time in simple past tense: yesterday, last week, last..., two days ago, ... ago.

PRACTICE

1.

berikut sebuah teks recount yang verb-nya belum tepat. Buatlah teks ini menjadi teks yang benar dengan mengubah verb tersebut.

My Holiday was Fantastic

Last summer I got a fantastic holiday. I visited some great places.

I (go) to an airport and (is going) to fly to Cleveland. I (to be) spending there two days. I (like) to see some Cleveland Cavaliers basketball matches.

Then I (go) to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It had become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros., RKO and Columbia – had studios in Hollywood. I did not want to leave but I had to.

After that, I (go) to New York City. I (visit) the Statue of Liberty. I (go) from the bottom of Manhattan to the top of the crown. That (to be) very amazing.

The places (make) me feel at home but I have to go home. Next time I would return to them.

2.

Perbaikilah teks dengan paragraph acak berikut ini agar menjadi urutan yang benar

Holiday in the Jakarta city

Before went to home, we bought some drink and food. We rested in a restroom. I was very happy at this holiday. I hoped the next holiday would be good too.

Last holiday, I went to my brother's home in Jakarta city. I went to Jakarta city with my father. We went to Jakarta city by the train. Jakarta city was very interesting, but the atmosphere was too hot for me.

First, I saw many pelican birds. They were very hungry, so the zoo keeper feed the bird. Then I saw many deer eaten many hay. In the same cage I saw ostrich. It was very big. It can't fly but can run very fast. Its stomach was very big too. After that, we went to take the boat that the skin like a goose.

A few days later, my brother and I went to the zoo in the Jakarta city. We went to the zoo by taxi. The zoo was very crowded. There were many traders. After bought the ticket, we went to see the animal in the zoo.

3.

Lengkapilah teks recount dengan jurnal bergambar berikut ini dengan ide kalian sendiri.

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful.



PRODUCTION

Buatlah teks reount menggunakan sebuah jurnal bergambar tentang liburan kalian, lalu tukarkan jurnal bergambar kelompok kalian pada kelompok lain, dan koreksilah jurnal bergambar kelompok lain tersebut. Berikan saran untuk jurnal mereka. Masih dalam grup yang sama, perbaikilah teks recount dalam bentuk jurnal bergambar kalian.

APPENDIX 6

STUDENTS' WRITING

THE STUDENTS' WRITING IN THE PRETEST

Nama : Uswatun Chasanah
Kelas : VIII A
No : 34

Kamis, 23 Mei 2013

"Bahasa Inggris"

Malioboro

* Last monday, I and my family visited to Malioboro. We visited to Malioboro for - shopping. We started at 10.00 a.m, we us by bus.

We arrived at 10.45 a.m. We there lokeed various blous and ~~the~~ trousers. We - bought blous and trousers. Situationed in Malioboro very busy. We walking around Malioboro unlimited at 12.30 a.m. After that straighted to go home.

We happy although fatigued. We possible lokeed Malioboro which very busy I very happy because possible lokeed Malioboro.

Nama : Uswatun Chasanah
Kelas : VIII A
No : 34

Kamis, 23 Mei 2013

"Bahasa Inggris"

Malioboro

* Last monday, I and my family visited to Malioboro. We visited to Malioboro for - shopping. We started at 10.00 a.m, we us by bus.

We arrived at 10.45 a.m. We there lokeed various blous and ~~the~~ trousers. We - bought blous and trousers. Situationed in Malioboro very busy. We walking around Malioboro unlimited at 12.30 a.m. After that straighted to go home.

We happy although fatigued. We possible lokeed Malioboro which very busy I very happy because possible lokeed Malioboro.

THE STUDENTS' WRITING IN THE CYCLE 1

Name : Annisa Nur Aini 06
 Dyah Puji Lestari 14
 Meisyaarah 24
 Uswatun Chasanah 34
 Vatma Sari 35

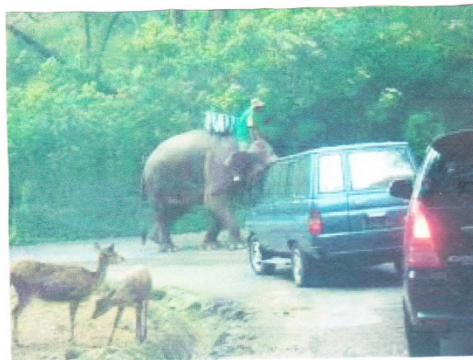
Vacation to Safari Park



Two months ago, all students of Class 8 SMP State 4 Sleman participated a study tour to Jakarta, Bogor, and Bandung. Then we visited the park Bogor Cisarua.

We visited the safari park area by buses. There were a variety of endangered species, not only from Indonesian but also exist animals from others countries. Some famous animals such as the white tiger, and, various species of bird and owl, there were also elephants, bison and others bird species. Animals were allowed to live freely in the wild and where their life made in such as habitat. Safari Parks are very broad area and view of very beautiful. It was also include the artificial river that flowed through the streets we passed. After being walking around to continue the journey.

Even though we were tired but still happy, because we can see a kind of animals. The visiting Safari Park was an unforgettable thing.



THE STUDENTS' WRITING IN THE CYCLE 2

Name : Annisa Nur Aini 06
 Dyah Puji Lestari 14
 Meisyatoh 24
 Uswatun Chasanah 34
 Vatma Sari 35

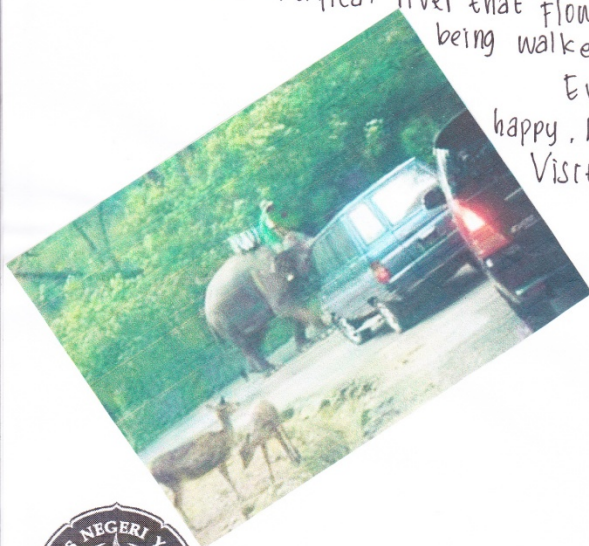
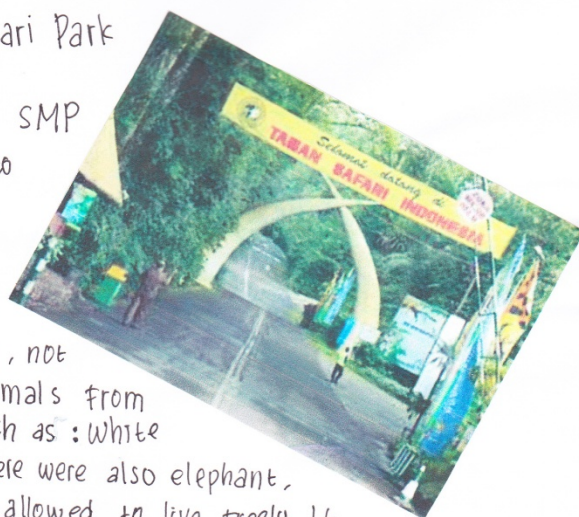
Kelas : VIII a

Vacation to Safari Park

Two months ago, all students of class 8 SMP State 4 Sleman participated a study tour to Jakarta, Bogor, and Bandung. Then we visited the Park Bogor Cisarua.

We visited the Safari Park area by buses. There were a variety of endangered species, not only from Indonesian but also existed animals from others countries. Some famous animals such as : white tiger, anoa, various species of bird an owl there were also elephant, bison, and others bird species. Animals were allowed to live freely. It also included the artificial river that flowed through the streets we passed. After being walked around continue the journey.

Even though we were ~~th~~ tired but still happy, because we can saw a kind or animals. Visiting Safari Park was an unforgettable thing.



THE STUDENTS' WRITING IN THE POSTEST

Nama : Diyah Nur Winda Sari

Kelas : 8a

No.absen : 11

Tugas : membuat teks Recount tentang Gembira loka.

"Gembira loka"

Last month, my family and I went to Gembira loka zoo to by using motorcycle. Gembira loka zoo is located the city of Yogyakarta. There many animals seldom. There many visitors from overseas and from the town Yogyakarta. There many trees leafy.

There many celer souvenirs of Gembira loka zoo. My family and I bought foods, drinks, and souvenirs. There many animals like: lions, crocodiles, giraffes, snakes, elephants and many again. There many childs just played. I bought a cap because very hot.

After that my family and I took a rast. After that my family and I return home. My family and I very feel. My family and I very hungry. After that visited we continue to return gembira loka zoo wefeel tired but fun.



GEMBIRA LOKA 200

On Sunday 05th January 2013, I'm and ~~my~~ my family went Gembira loka. I was there very happy to see beautiful animals. I went from house at 08.00 a.m, Visited to Gembira loka.

In Gembira loka 200 we looked various animal's like a elephant, crocodile, bird, giraffe, snake, Tiger, Lion, and so fort. In Gembira loka 200 were many food, fruits, drinks.

On there we walked we that talkst while Joked each other.

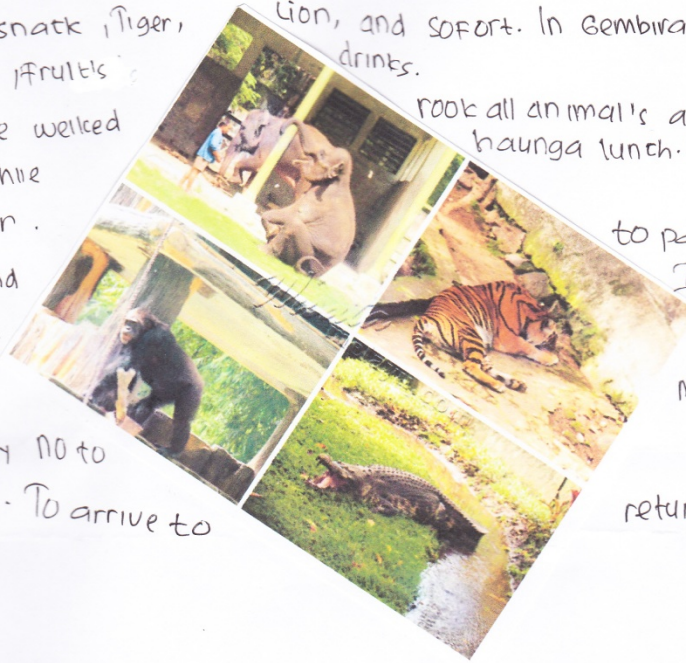
After the end Gembira loka 200. straight go to

I'm and my family no to bought souvenir. To arrive to

look all animal's at there haunga lunch. we also

to pay a visit go to I'm and my family house miss for

reture safe.



Nama ⇒ SRI LESTARI

Kelas ⇒ VIII A

NO ⇒ 33

Hari, Tanggal ⇒ Kamis, 30 mei 2013

” Bahasa Inggris ”

APPENDIX 7

ATTENDANCE LIST

STUDENTS' SCORES IN THE PRETEST

No	R						T						
	C	O	V	G	M	TS	C	O	V	G	M	TS	FS
1	2	1	2	1	1	7	2	2	1	1	1	7	7
2	1	1	1	1	1	5	1	1	1	1	1	5	5
3	2	1	1	1	1	6	1	1	1	1	1	5	5.5
4	2	1	2	1	1	7	1	1	1	1	1	5	6
5	3	1	2	1	1	8	2	1	1	1	1	6	7
6	2	1	2	1	1	7	3	2	2	1	1	9	8
7	1	1	1	1	1	5	1	1	1	1	1	5	5
8	2	2	2	1	1	8	1	1	1	1	1	5	6.5
9	1	2	2	1	1	7	1	1	1	1	1	5	6
10	2	1	2	1	1	7	1	1	1	1	1	5	6
11	2	1	2	1	1	7	3	2	2	1	1	9	8
12	2	1	2	1	1	7	1	1	1	1	1	5	6
13	1	1	1	1	1	5	1	1	1	1	1	5	5
14	2	1	2	1	1	7	2	1	1	1	1	6	6.5
15	1	1	2	1	1	6	1	1	1	1	1	5	5.5
16	2	1	2	1	1	7	1	1	1	1	1	5	6
17	1	1	2	1	1	6	1	1	1	1	1	5	5.5
18	1	1	2	1	1	6	1	2	1	1	1	6	6
19	1	1	1	1	1	5	1	1	1	1	1	5	5
20	2	1	2	1	1	7	1	1	1	1	1	5	6
21	2	2	1	2	1	8	1	1	1	1	1	5	6.5
22	2	1	2	1	1	7	1	1	1	1	1	5	6
23	2	1	1	1	2	7	1	1	1	2	1	6	6.5
24	3	1	2	1	1	8	2	1	1	1	1	6	7
25	2	1	2	1	1	7	3	2	2	1	1	9	8

26	2	1	2	1	1	7	2	1	1	1	1	6	6.5
27	1	1	1	2	1	6	1	1	1	1	1	5	5.5
28	2	1	2	1	1	7	2	1	1	1	1	6	6.5
29	2	1	1	1	1	6	1	1	1	1	2	6	6
30	2	1	2	1	1	7	1	1	1	1	1	5	6
31	2	1	2	1	1	7	2	1	1	1	1	6	6.5
32	2	2	2	1	1	8	3	2	1	1	1	8	8
33	2	1	2	1	1	7	2	1	1	1	1	6	6.5
34	3	3	3	2	2	13	2	1	1	1	1	6	9.5
35	3	2	2	2	1	10	1	1	1	1	1	5	7.5

STUDENTS' SCORES IN THE CYCLE 1

No	R						T						
	C	O	V	G	M	TS	C	O	V	G	M	TS	FS
1	2	2	2	2	2	10	2	2	1	1	1	7	8.5
2	1	2	2	1	1	7	1	1	2	1	1	6	6.5
3	2	2	1	2	1	8	1	1	1	1	1	5	6.5
4	2	2	1	2	1	8	1	1	1	1	1	5	6.5
5	3	2	2	2	1	10	2	1	1	1	1	6	8
6	2	2	2	2	2	10	2	1	2	1	1	7	8.5
7	2	2	1	2	1	8	1	1	1	1	1	5	6.5
8	3	2	2	1	1	9	1	1	3	1	1	7	8
9	2	2	1	2	1	8	1	1	1	1	1	5	6.5
10	2	2	2	2	1	9	2	1	1	1	1	6	7.5
11	3	2	2	2	2	11	2	2	1	1	1	7	9
12	2	3	2	2	1	10	2	1	1	1	1	6	8

13	1	2	2	1	1	7	1	1	3	1	1	7	7
14	2	2	2	2	2	10	2	1	3	1	1	8	9
15	2	2	2	2	1	9	2	1	1	1	1	6	7.5
16	2	2	2	2	2	10	2	2	1	1	1	7	8.5
17	1	2	2	1	1	7	1	1	2	1	1	6	6.5
18	2	2	2	2	2	10	2	2	1	1	1	7	8.5
19	2	3	2	2	2	11	2	2	1	1	1	7	9
20	2	2	2	1	1	8	2	2	1	2	1	8	8
21	2	2	2	2	2	10	2	2	1	1	1	7	8.5
22	2	3	2	2	2	11	2	2	1	1	1	7	9
23	2	2	2	1	1	8	2	2	1	2	1	8	8
24	2	2	2	2	2	10	2	1	2	1	1	7	8.5
25	2	2	2	1	1	8	2	2	1	2	1	8	8
26	2	2	2	2	2	10	2	2	1	1	1	7	8.5
27	1	2	2	1	1	7	1	1	2	1	1	6	6.5
28	2	2	2	1	1	8	2	2	1	2	1	8	8
29	2	2	2	2	2	10	2	2	1	1	1	7	8.5
30	2	2	2	1	1	8	2	2	1	2	1	8	8
31	2	2	2	2	1	9	2	1	1	1	1	6	7.5
32	2	2	1	2	1	8	1	1	1	1	1	5	6.5
33	2	2	2	2	2	10	2	2	1	1	1	7	8.5
34	2	2	2	2	2	10	2	1	2	1	1	7	8.5
35	2	2	2	2	2	10	2	1	2	1	1	7	8.5

STUDENTS' SCORES IN THE CYCLE 2

No	R						T						
	C	O	V	G	M	TS	C	O	V	G	M	TS	FS
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2	2	2	2	2	2	10	2	2	2	2	2	10	10
3	2	2	1	2	2	9	2	2	1	1	1	7	8
4	2	2	1	2	2	9	2	2	1	1	1	7	8
5	2	2	2	2	2	10	2	2	2	2	2	10	10
6	3	3	3	3	3	15	2	2	2	2	2	10	12.5
7	2	2	1	2	2	9	2	2	1	1	1	7	8
8	2	2	2	2	2	10	2	2	2	2	2	10	10
9	2	2	1	2	2	9	2	2	1	1	1	7	8
10	2	2	2	2	2	10	2	2	2	2	2	10	10
11	2	2	1	2	2	9	2	2	2	1	1	8	8.5
12	2	2	2	2	2	10	2	2	2	2	2	10	10
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15	2	2	2	2	2	10	2	2	2	2	2	10	10
16	2	2	3	2	2	11	2	2	1	1	1	7	9
17	2	2	2	2	2	10	2	2	2	2	2	10	10
18	2	2	1	2	2	9	2	2	2	1	1	8	8.5
19	2	2	3	2	2	11	2	2	1	1	1	7	9
20	2	2	2	2	2	10	2	2	2	2	2	10	10
21	2	2	3	2	2	11	2	2	1	1	1	7	9
22	2	2	3	2	2	11	2	2	1	1	1	7	9
23	2	2	2	2	2	10	2	2	2	2	2	10	10

24	3	3	3	3	3	15	2	2	2	2	2	10	12.5
25	2	2	2	2	2	10	2	2	2	2	2	10	10
26	2	2	3	2	2	11	2	2	1	1	1	7	9
27	2	2	2	2	2	10	2	2	2	2	2	10	10
28	2	2	2	2	2	10	2	2	2	2	2	10	10
29	2	2	1	2	2	9	2	2	2	1	1	8	8.5
30	2	2	2	2	2	10	2	2	2	2	2	10	10
31	2	2	2	2	2	10	2	2	2	2	2	10	10
32	2	2	1	2	2	9	2	2	1	1	1	7	8
33	2	2	1	2	2	9	2	2	2	1	1	8	8.5
34	3	3	3	3	3	15	2	2	2	2	2	10	12.5
35	3	3	3	3	3	15	2	2	2	2	2	10	12.5

STUDENTS' SCORES IN THE POSTTEST

No	R						T						
	C	O	V	G	M	TS	C	O	V	G	M	TS	FS
1	3	2	3	2	2	12	2	1	2	1	1	7	9.5
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3	3	3	3	2	1	12	2	2	2	2	2	10	11
4	3	3	3	3	2	14	3	3	2	2	2	12	13
5	3	3	3	3	2	14	3	3	2	2	2	12	13
6	3	2	3	3	2	13	2	2	2	2	2	10	11.5
7	3	2	3	3	2	13	2	1	2	1	1	7	10
8	3	2	3	2	2	12	3	2	2	2	2	11	11.5
9	3	3	3	3	2	14	3	3	3	3	2	14	14
10	3	3	3	3	3	15	4	4	3	3	3	17	16

11	3	2	3	2	2	12	2	2	2	2	2	10	11
12	3	2	2	2	2	11	2	2	1	1	1	7	9
13	2	2	2	2	2	10	2	1	2	1	1	7	8.5
14	3	3	3	3	2	14	3	3	3	3	2	14	14
15	3	3	3	2	2	13	2	2	2	2	2	10	11.5
16	2	2	2	2	2	10	2	2	2	2	2	10	10
17	2	1	2	1	1	7	2	2	2	2	1	9	8
18	2	1	3	1	1	8	2	2	2	2	2	10	9
19	2	1	2	2	2	9	2	2	2	1	1	8	8.5
20	3	3	3	3	2	14	2	2	2	2	2	10	12
21	2	2	3	2	2	11	2	2	2	2	2	10	10.5
22	2	2	2	2	2	10	2	2	2	2	2	10	10
23	2	2	2	2	2	10	2	1	2	2	2	9	9.5
24	3	3	3	3	2	14	2	2	2	2	2	10	12
25	2	2	2	2	2	10	3	2	2	2	2	11	10.5
26	2	2	2	2	2	10	3	3	3	2	2	13	11.5
27	1	1	2	1	2	7	2	1	1	1	1	6	6.5
28	3	2	3	2	2	12	2	1	2	2	1	8	10
29	2	1	2	2	1	8	1	1	1	1	2	6	7
30	3	3	3	3	2	14	2	2	2	2	2	10	12
31	2	3	2	2	2	11	2	2	2	1	1	8	9.5

32	2	2	1	2	2	9	1	2	1	2	2	8	8.5
33	2	2	2	2	2	10	2	2	2	1	2	9	9.5
34	3	3	3	2	2	13	2	2	2	2	2	10	11.5
35	3	2	3	2	2	12	2	2	2	2	2	10	11

R: Researcher	C: Content	V: Vocabulary	M: Mechanic	FS: Final Score
T: Teacher	O: Organization	G: Grammar	TS: Total Score	

APPENDIX 8

STUDENTS' SCORE

ATTENDANCE LIST

No	Nama	Pertemuan Ke/Tanggal							
		1	2	3	4	5	6	7	8
1	ADELIA VIRNANDA	.	.	.	.	.	.	.	.
2	ADITYA JOKO PURNOMO	.	.	.	.	.	.	.	.
3	ADITYA PANGARIBUAN AHMAD K	.	.	.	.	.	.	.	.
4	AHMAD KHOIRUDIN	.	.	.	.	.	.	.	.
5	ALFIAN LUTHFI KURNIAWAN	.	.	.	.	.	.	.	.
6	ANNISA NUR AINI	.	.	.	.	.	.	.	.
7	BAGAS TRI ATMOKO	.	.	.	.	.	.	.	.
8	DANANG SETYAWAN	.	.	.	.	.	.	.	.
9	DIAH LINDA PURWANINGSIH	.	.	.	.	.	.	.	.
10	DIAN WIWORO NUGROHO	.	.	.	.	.	.	.	.
11	DIYAH NUR WINDA SARI	.	.	.	.	.	.	.	.
12	DWIKI ANDRIANSYAH S	.	.	.	.	.	.	.	.
13	DWIYANTARA	.	.	.	.	.	.	.	.
14	DYAH PUJI LESTARI	.	.	.	.	.	.	.	.
15	ELWIDHA WERDHI KINASIH	.	.	.	.	.	.	.	.
16	FAJAR NUR SHOLIKIN	.	.	.	.	.	.	.	.
17	HANDOYO DWI PURNAMA	.	.	.	.	.	.	.	.
18	IRMA ANDRI YANI A. P	.	.	.	.	.	.	.	.
19	ISMAIL PRIBADI SANTOSO	.	.	.	.	.	.	.	.
20	KHALDA YUWANA HANDARWURI	.	.	.	.	.	.	.	.
21	KRISTANTO	.	.	.	.	.	.	.	.
22	M. NUR KHOIRUL ANAM	.	.	.	.	.	.	.	.
23	MAORIN TANIANDIKA A. R	.	.	.	.	.	.	.	.
24	MEISYAROH	.	.	.	.	.	.	.	.
25	MEYSSA FANINDA NINGRUM	.	.	.	.	.	.	.	.
26	MIFTAHUDIN ARIF	.	.	.	.	.	.	.	.
27	PANGGIH SETYO RAHARJO	.	.	.	.	.	.	.	.
28	PIPIT FRADINTA	.	.	.	.	.	.	.	.
29	RAHAYU NINGASTUTI	.	.	.	.	.	.	.	.
30	REMA SYDANE SYAM	.	.	.	.	.	.	.	.
31	RIFA'I TYAS SAPUTRO	.	.	.	.	.	.	.	.
32	SIDIQ AGUNG EDY P	.	.	.	.	.	.	.	.
33	SRI LESTARI	.	.	.	.	.	.	.	.
34	USWATUN CHASANAH	.	.	.	.	.	.	.	.
35	VATMA SARI	.	.	.	.	.	.	.	.

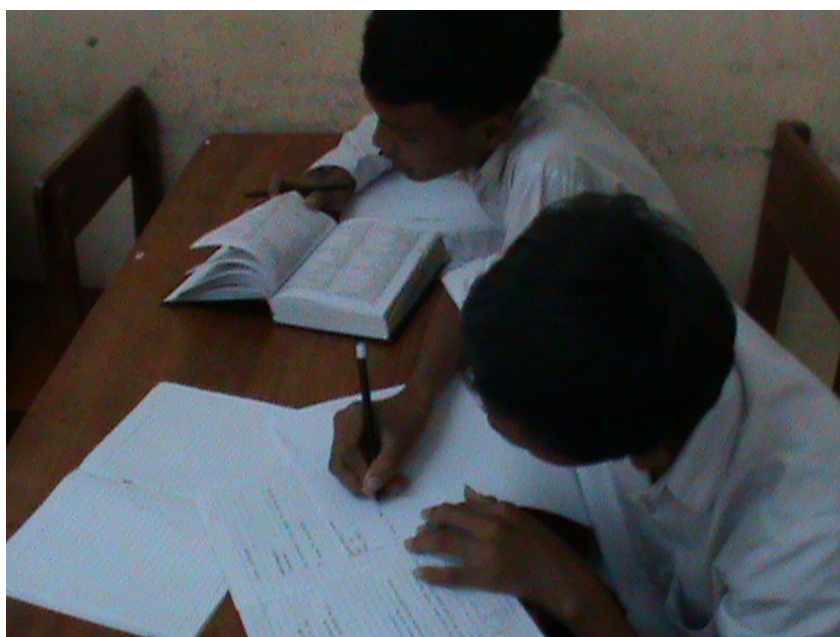
APPENDIX 9

PHOTOGRAPHS

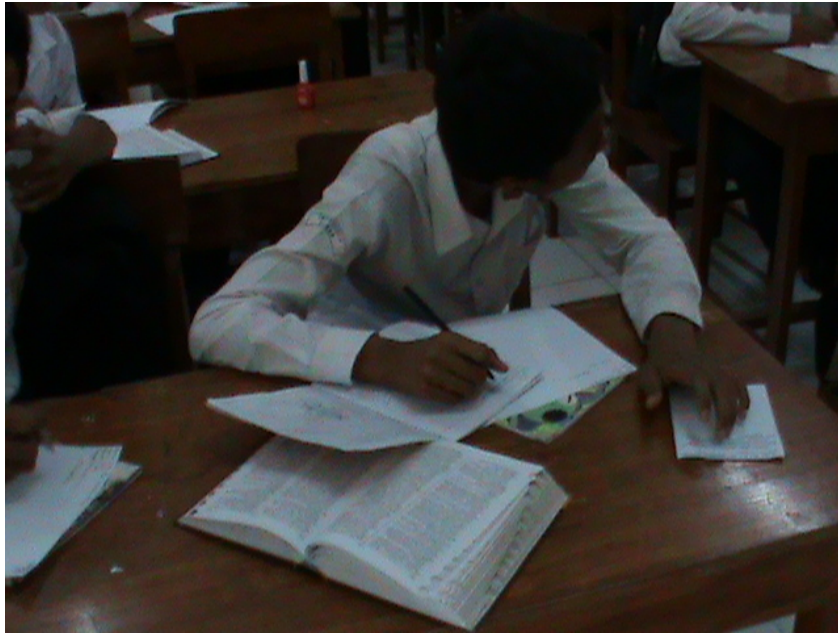
PHOTOGRAPHS



The researcher explains to the students about the generic structure of a recount text



The students doing the constructing sentences task



The student asks to his friend about the verb used in recount text.

APPENDIX 10

PERMIT LETTERS

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

070/3959/V/5/2013

Perihal : Ijin Penelitian



 Hendar Susniwati, SH
 NIP. 19580120 198503 2 003



BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimile (0274) 868800
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 1645 / 2013

TENTANG PENELITIAN

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Daerah Daerah Istimewa Yogyakarta
Nomor : 070/3959/V/5/2013 Tanggal : 07 Mei 2013
Hal : Izin Observasi

MENGIZINKAN :

Kepada :
Nama : ARDY TRI YUNianto
No.Mhs/NIM/NIP/NIK : 09202241037
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Karangmalang, Yogyakarta 55281
Alamat Rumah : Jl. Mangga No. 9 Condongcatur, Depok, Sleman, D.I. Yogyakarta
No. Telp / HP : 0856 4301 1006
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
IMPROVING STUDENTS' WRITING ABILITIES IN WRITING RECOUNT TEXT BY USING JOURNAL WRITING OF CLASS VIII A STUDENTS OF SMP N 4 SLEMAN IN THE ACADEMIC YEAR OF 2012/2013
Lokasi : SMP Negeri 4 Sleman
Waktu : Selama 3 bulan mulai tanggal: 07 Mei 2013 s/d 07 Agustus 2013

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.


Dikeluarkan di Sleman

Pada Tanggal : 7 Mei 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris
u.b.

Kepala Bidang Pengendalian dan Evaluasi


Dra. SUCIRIANI SINURAYA, M.Si, M.M
Pembina, IV/a
NIP. 19630112 198903 2 003

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Sleman
6. Kepala SMP Negeri 4 Sleman
7. Kasubbag. Pendidikan FBS UNY.
8. Yang Bersangkutan

APPENDIX 11

QUESTIONNAIRE

KUESIONER

NAMA :

KELAS :

NO. URUT :

Kuisoner ini dimaksudkan untuk memperoleh informasi tentang pendapat adik-adik tentang menulis. Informasi yang didapatkan akan digunakan sebagai data penelitian dalam skripsi yang dikerjakan oleh Ardy Tri Yunianto, salah satu mahasiswa Pendidikan Bahasa Inggris untuk mendapatkan gelar Sarjana Pendidikan. Penelitian tersebut berjudul “Improving Students’ Writing Abilities in Writing Recount Text by Using Journal Writing of Class VIII A Students of SMP N 4 SLEMAN in the Academic Year of 2012/2013.

Informasi yang Adik-adik berikan akan sangat berguna dan penting bagi keberhasilan penelitian yang dilakukan. Informasi ini tidak berpengaruh sama sekali pada hal-hal lain di luar keperluan penelitian. Oleh karena itu, kesungguhan dan kejujuran Adik-adik sekalian sangatlah dihargai.

Atas perhatian dan kerjasama dalam mengisi kuesioner ini, diucapkan banyak terima kasih.

1. Apakah anda mengalami kesulitan dalam menulis teks recount dalam bahasa Inggris?
Mengapa?
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.....
.....
2. Apakah anda mengalami kesulitan dalam menggunakan tata bahasa dalam bahasa Inggris (grammar)? Mengapa?
.....
.....
.....
3. Apakah anda mengalami kesulitan dalam mengeluarkan ide untuk menulis dalam bahasa Inggris? Mengapa?
.....
.....
.....

4. Apakah anda mengalami kesulitan dalam memilih kata ketika menulis dalam bahasa Inggris? Mengapa?

.....
.....
.....

5. Menurut anda bagaimanakah pelajaran bahasa Inggris yang menarik? Mengapa?

.....
.....
.....

6. Apakah kalian pernah menulis tentang pengalaman kalian dalam sebuah jurnal?

.....
.....
.....

7. Bagaimana pendapat anda tentang cara meningkatkan kemampuan menulis dengan menggunakan semacam jurnal bergambar?

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.....
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